DOCUMENT RESUME

ED 143 858 CE 012 510

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TITLE Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report.
INSTITUTION Northeast Missouri State Univ., Kirksville.
SPONS AGENCY Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
BUREAU NO 1280
PUB DATE 1 Jul 77
NOTE 234p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS Business; Entry Workers; Individualized Instruction; Industry; Inservice Education; *Job Skills; *Managerial Occupations; *Manpower Needs; Occupational Surveys; Post Secondary Education; Preservice Education; Program Planning; Promotion (Occupational); *Supervisors; *Supervisory Activities; *Supervisory Training; Task Analysis; Vocational Education
IDENTIFIERS Missouri

ABSTRACT

To determine the core competencies essential for entry employment and/or advancement for mid-management (supervisory) positions, data was collected based on the following objectives: identify mid-management job titles within the public and private sectors of the economy whereby occupational entry can be obtained by completing preservice and mid-management vocational programs or inservice mid-management vocational programs; identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents; cluster these occupational competencies; and provide vocational planners with the competencies. Questionnaires were sent to 243 employers and 1,000 employees in sixteen different industries, public and private, in Missouri. Responses (from 40%) represented ten industries. The major conclusions found were these: there are a number of mid-management positions that can be secured by the two-year mid-management graduate, particularly in the manufacturing industry; a definite need exists for the institutions of higher education to play a more active role in providing inservice mid-management programs; there are a set of common core competencies needed by mid-management personnel employed in both the private and public sectors; and the set of core competencies identified in this project can be used as the basis for developing and/or revising inservice mid-management programs and individualized instructional packages. Four major recommendations were made to vocational program planners. (Author/BM)

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ED143858

FINAL REPORT

COMPETENCY IDENTIFICATION FOR MID-MANAGEMENT PERSONNEL - AN AID TO PROGRAM EVALUATION AND INDIVIDUALIZED INSTRUCTION

Project No. 1280

by

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July 1, 1977

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ACKNOWLEDGEMENTS

The writer wishes to express his appreciation and thanks to the many persons who have assisted this study.

Appreciation is expressed to the members of the project staff, Dr. Robert Dager, Project Co-Director during the initial stages of the study, Mr. Pete Koumas, Project Assistant, Miss Bonnie Baker, Project Assistant and Miss Julia Lucast, typist.

Special thanks are extended to the project consultants, Dr. John Elias, Dr. H. C. Kazanas, Mr. Joseph Lonati, and Dr. Eugene Sherrel, for their interest, recommendations, and assistance during the many phases of this study.

Special appreciation goes to Miss Theresa Pagliai who acted as Project Coordinator.

Finally the entire project staff wishes to express their appreciation to the many firms and employees who gave their time to complete a very complex instrument.

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ABSTRACT

The Problem: Research substantiates the need for vocational program planners to continually determine manpower needs and occupational performance requirements and to incorporate these findings into their programs. Research also supports the conviction that students vary in learning skills, and if these differences can be determined, individualized instructional programs can be designed to meet these needs. A review of the literature has also revealed a distinct void in the existing research concerning the core competencies need-by mid-management personnel employed in the public and private sectors of our society. Therefore, this provided the focal point of this study.

Purpose of the Study: The purpose of this project was to determine core competencies (knowledges, skills, and attitudes) essential for entry employment and/or advancement for mid-management (supervisory) positions within the public and private sectors of our economy with the intent of providing program planners and those interested in "individualized instruction" with those competencies.

Objectives: (1) Identify mid-management job titles within the public and private sectors in our economy whereby occupational entry could be obtained by completing a pre-service and mid-management vocational programs or an inservice mid-management vocational programs. (2) Identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents. (3) Cluster the occupational competencies determined in objective two. (4) Provide Vocational Planners with the competencies.

Methodology: In order to secure the data for this study, two data gathering instruments were developed. The first instrument was developed to collect data relative to positions (by position title) employers were willing to fill by hiring graduates of a two-year mid-management program. The second instrument was used to collect data to determine the core competencies of incumbents of mid-management positions employed in the public and private sectors of Missouri's economy. Descriptive statistics were used to analyze the data.

Major Conclusions: (1) There are a number of mid-management positions that can be secured by the two-year mid-management graduate, particularly within the manufacturing industry. (2) There is a definite need for the institutions of higher education to play a more active role in providing inservice mid-management programs. (3) There are a set of core competencies (common) that are needed by mid-management personnel employed in both the private and public sectors of our society. (4) The set of core competencies identified in this project can be used as the basis for developing and/or revising inservice mid-management programs and/or individualized instructional packages.

Major Recommendations: (1) Institutions of higher education should cooperate with business and industry in developing the inservice and pre-service mid-management programs. If enough job openings exist for a particular firm or industry many programs should include an opportunity for the student to also develop the technical competencies within the mid-management curricula. (2) Emphasis in planned and existing programs should be placed on developing interpersonal skills, communication skills, and supervisory and management skills. (3) Those educational institutions developing mid-management industrial programs should emphasize the activities relating to financing - budgeting, forecasting, estimating, and costing as well as in interpersonal relations and communications. (4) Similar studies should be conducted especially in the industrial classifications that did nct participate in this project.

PROGRAM NARRATIVE

SECTION ONE

Statement of the Problem

Introduction

During the month of March, 1976, Northeast Missouri State University was awarded an $11,974 grant from the Research Coordinating Unit of the Missouri Department of Elementary and Secondary Education, Vocational Division. The main purpose of the grant was to conduct a research study to identify the "core competencies (common) of mid-management personnel employed by the various industries located in Missouri. Over 240 companies and 1000 employees from 16 industries were contacted to participate in the study. It was the intention of the project staff that these competencies, once identified, would assist program planners and those interested in developing individualized instructional packages.

Background Data

The world of work is only remotely similar to what it was a few decades ago. The rate of technological, economic, and social change in our society has created a growing concern among vocational educators for keeping abreast of the occupational needs of the public and private sectors in our economy.

Coupled with this problem is the realization that students differ in their learning styles and rates. Consequently, the traditional normative approach of teaching toward the "average student" in group-paced instruction may be educationally unsound.

At first glance, both of these challenges to vocational education may appear to be unrelated. It is the opinion of the investigators that the solutions to these problems are both interrelated and interdependent and support the need for occupational competency identification.

According to the 1974 Manpower Report of the President, labor market information is essential for all sectors of our economy. Educational program planning must be adapted to the rapidly changing manpower market. New kinds of information need to be continually added to that already gathered and local needs should be revised every two years. It is important to note that the information needed as described within the Report includes competency requirements (knowledges, skills, and attitudes of the potential worker).

Today's complex society has also placed upon vocational education the responsibility for educating an increasing diverse group of students. In an attempt to provide programs commensurate with these diverse needs, the process of individualizing instruction has emerged.

The concept of individualized instruction is primarily concerned with identifying and actualizing each student's learning potential. Therefore, it is important for vocational education that occupational competencies be incorporated into the individualized instruction programs.

The Problem

Research substantiates the need for vocational program planners to continually determine manpower needs and occupational performance requirements and to incorporate these findings into their programs. Research also supports the conviction that students vary in learning skills, and if these differences can be determined, individualized instructional programs can be designed to meet these needs.

A review of the literature has also revealed a distinct void in the existing research concerning the core competencies needed by mid-management personnel employed in the public and private sectors of our society. This problem provided the focal point of this study.

Purpose of the Study

The purpose of the study was to determine the core competencies (knowledges, skills, and attitudes) essential for entry employment and/or advancement for mid-management (supervisory) positions in the public and private sectors of Missouri's economy with the intent of providing program planners and those interested in "individualized instruction" with those competencies. More specifically, the purpose of the study was to ascertain the core competencies to assist program planners design:

1. INSERVICE MID-MANAGEMENT PROGRAMS: This type of program will be designed to update and/or upgrade those presently employed in a rank and file position, but who anticipate being promoted into a mid-management position. (These programs would be specifically designed to meet the needs of the firm and/or industry. The content, duration, time, and location of the program would be adapted to meet these needs).
2. TWO-YEAR POSTSECONDARY MID-MANAGEMENT PROGRAMS: This type of program will be designed for the adult and/or young adult (recent high school graduate) who desires to pursue his or her studies on a full-time basis. (These programs would be designed to provide the student with a broad comprehensive background in mid-management skills). Although the "Technical Competencies" needed by a specific industry - retailing, manufacturing, printing etc., would not necessarily be part of this program, cooperative and/or special arrangements could be made to provide such training.

Objectives*

The main objective of this project was to determine the occupational competencies required of mid-management personnel(supervisory) to assist those vocational educators interested in (1) developing and/or revising their mid-management programs; and (2) developing an individualized mid-management instructional program.

More specifically, the following objectives were accomplished in this project:

1. Identify mid-management job titles within the public and private sectors in Missouri's economy whereby (a) occupational entry could be obtained by completing a pre-service and mid-management vocational program or (b) an inservice mid-management vocational program.
2. Identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents.
3. Cluster the occupational competencies determined in objective two.
4. Provide Vocational Education Planners with the listed competencies.

Assumptions

The following assumptions were established for this study:

1. These are common competencies needed by all mid-management personnel regardless of the industry in which they are employed.
2. Knowledge of these common competencies and the respective activities would be the basis for developing behavioral objectives and individualized instructional programs.
3. Knowledge of the common competencies would lead to the development of more effective and relevant mid-management programs in Missouri.

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* It is the intent of the project investigators to seek financial assistance for developing a mid-management individualized instructional program based on the findings of this project.

4. The activities investigated are important to successful job performance.

Limitations of This Study

1. This study was limited to the randomly selected firms within each occupational grouping. The study was also limited to firms located within the State of Missouri. Any generalization beyond this population will be valid only to the extent that the population sampled is representative to some other population.

2. Those surveyed to determine the core competencies included only mid-management incumbents. It is probable that supervisory personnel would respond differently to the frequency or importance of each activity.

3. This study dealt only with a limited number of activities. Consequently it is impossible to generalize beyond them.

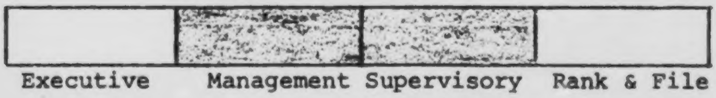
4. This study was further limited by the degree to which the data gathering instruments reflected the knowledges, skills, and attitudes needed by mid-management personnel.

Definition of Terms

The following definitions of terms were used in this study:

Mid-Management Personnel

Positions which fall within the shaded areas of the organizational scale



Activity

A specific operation or element of a position which contributes to the overall performance of that position. A meaningful statement that is descriptive in some way of a part of mid-manager's responsibilities.

Job Analysis

The systematic technique of determining the essential elements which constitute a job. Job analysis data provides basic information as to what is entailed in performing a job. The main educational purpose of job analysis is to provide data for determining course content, developing instructional material, and devising methods of teaching.

Competencies

The possession of sufficient ability and requisite qualifications for a specified job. It is the product of some combination of education, experience, and personal traits. (Knowledges, attitudes, skills).

Taxonomy

A classification of the activities of mid-management personnel by major decision-making functions or competency areas.

Procedures for the Study

Although there are many research methods which have been successfully used to provide data on which to base curricula decisions, a careful analysis of these techniques led to the conclusion that well-developed questionnaires, with items written in behavioral form, would be the best approach to accomplish the goals of this study.

Generally, the procedures of the study were as follows:

1. Determine population and sample
2. Development of research instruments
3. Data collection - first instrument
4. Analysis of data
5. Data collection instrument
6. Analysis of data
7. Report findings.

More specifically, the following procedures were followed.

1. Inform business, industry, selected governmental agencies, and nonprivate organizations of the purposes of the project and requesting their assistance.
2. Determine those occupational titles where a two-year mid-management or supervisory program would provide the student with those competencies required for entry level employment by surveying those institutions that have agreed to participate.

3. Determine those occupational titles where an inservice vocational mid-management or supervisory program would provide the student with those competencies required for advancement into a mid-management or supervisory position by surveying those institutions that have agreed to participate.

4. Based upon procedures 1, 2, and 3, develop an instrument in cooperation with the public and private sectors to determine those competencies.

5. Survey the public and private sectors.

6. Cluster the competencies.

7. Disseminate results.

SECTION TWO

REVIEW OF LITERATURE

Background Data

Limited research has been conducted with respect to "across the board" mid-management positions as identified in the vocational mid-management programs. Research in the State of Missouri is also limited in terms of the interdependency and interrelatedness of occupational competencies determination as an aid for developing individualized instruction. Therefore, this section of the proposal will be directed at studies related to (1) mid-management positions in general; (2) occupational competency; and (3) individualized instruction.

Studies Related to Mid-Management Positions

Most management texts make only slight mention of persons operating in middle management positions. This is probably due to the fact that the authors, for the most part college professors and theoreticians, believe that the basic skills of management are similar for all managers or administrators in any type of organization. Coupled with this problem is the diversified differences of opinion of what, in fact, is mid-management.

McFarland, (1964) in his basic management text, lists six divisions of the management group: the chief executive, the senior executives, department or division heads, superintendents, general foremen, and first-line supervisors. The six divisions are evenly sub-divided into three levels, top management, middle management, and supervisory management. Although McFarland's title designations refer primarily to the industrial firm, there are counterpart levels within all organizations.

Niles (1946), in her book Middle Management, made the following statement concerning the origin of the term middle management:

> Eight years ago my husband, Henry E. Niles, was discussing with me the problems of the junior administrator. He mentioned the whole layer of management which lies immediately below top management and called it 'middle management.' I exclaimed 'that is the title of my book on the junior administrator.' So far as we are aware, that was the first mention of a term which since has become so common.

McLarney (1955), states that "There are no clear lines of demarcation between the activities of middle management and those of supervisor." He indicates that this management group is concerned with the internal running of the business, whereas top management is concerned with overall company policies and the handling of the company's external relationships.

Pfiffner and Sherwood (1960) developed), after years of study, consultation, practice, and teaching, seven broad behavior task guides for the middle management level. They state that persons operating at this level maintain closer contact with day-to-day results; participate in operating decisions; evaluate production results rather than program; evaluate personnel from a standpoint of immediate usefulness rather than future potential; spend less time in reading and reflection because of the press of events; are more likely to spend time deliberating with colleagues in solving urgent and immediate problems; make plans for achieving goals established by the corporate level; and implement policy decisions within the limitations set by higher echelons.

Shaul (1964) investigated the impact of data processing systems on middle managers, rejected the hypothesis that data processing would cause significant changes in the nature and scope of the function of middle managers. Shaul found that middle managers still must continue to perform the executive functions of organizing, planning, staffing, directing, and controlling even though there has been a shift in the amount of time spent on each function. The study indicated that middle managers still must continue to make full use of experience and judgment in making decisions, and are not required to be highly skilled in the advance techniques of computer operations.

Douglas (1960), recognizing the importance of the middle manager as an industrial human resource, focused his attention upon the non-promotable middle manager. After a survey of 114 firms and a case study analysis of 22 promotable and non-promotable middle managers in one company, Douglas concluded that non-promotable middle managers account for approximately 32 per cent of the total middle management force. The non-promotable middle manager was found to be largely responsible for many problems in performance and for many personnel problems, and for this reason the education, training, and development of such individuals must be altered in order to achieve the non-promotable manager's potential.

Studies Related to Occupational Competencies

Educators perceive that many factors must be incorporated into the process of developing relevant vocational programs. One element is identification of regional manpower needs, from which information can be obtained for use in determining types of training programs to be offered. Once the issue of identifying specific programs to be offered is resolved, designing of relevant curricula depends on determination of existing occupational competencies through the technique of job analysis.

Job analysis is defined as "a detailed listing of duties, operations, and skills necessary to perform a clearly defined, specific job, organized into a logical sequence which may be used for teaching, employment or classification purposes."

Several techniques utilizing job analysis have been developed in research of armed forces agencies such as Human Resources Research Organization (HUMRRO), in Fort Bliff, Texas, and the Personnel Research Division of the Occupational and Career Development Branch at Lackland Air Force Base, Texas.

HUMRRO has divided a generalized procedure for developing technical training into several steps. This procedure is an important consideration in program development. The initial four steps are to:

1. determine the performance required;
2. derive training objectives from performance requirements;
3. base training content on training objectives; and
4. select appropriate training methods.

Christal questions whether energy spent in identifying unneeded training is equal to that spent in consideration of new subject matter. He states that the Air Force saves millions of dollars each year by eliminating course content indicated by job analysis surveys to be obsolete. He also explains the process of collecting occupational data with job inventories, including background information about the worker and his job, as well as about the tasks he performs. Analysis of this data results in a consolidated description of types of jobs and of work being performed by any specified group of workers in the occupational area.

Christal presents a program to aid curriculum designers in studying progression in a particular occupational area. This program "computes the percentage of individuals at each experience level performing each task." Thus, it would help with centering curricula on "those tasks which individuals are likely to encounter during their first few years on the job." If employers cooperate, one or more states could survey individuals in relevant occupations in the geographical region serviced by their vocational schools. Data produced by such a survey could be used for curriculum design.

Christal also explains the value of considering occupational surveys conducted using job inventories as inexpensive sources of useful data for curriculum design:

> Curriculum design is an art that involves consideration of more than a description of jobs being encountered by graduates of training programs. But such information cannot be neglected . . . courses built in the absence of good occupational information sometimes have done a poor job of preparing individuals for the work they are later assigned to accomplish.

In order to prepare individuals for a family of trades, as described below, Christal strongly suggests selecting the best sample of tasks. The following are some factors to be considered in task selection:

1. The probability that the task will be encountered by the student at various time periods after graduation.
2. The perishability of the skill.
3. The cost effectiveness of teaching the task in the formal school setting vs. teaching it in the job setting
4. Frequency of inadequate performance.
5. Consequences of inadequate performance.
6. Probability that the task will have to be performed in an emergency situation.
7. Transferability of the skills.
8. Trainability of the skill.

The "family of trades" concept, also termed "job cluster" concept, is simply described by Edward J. Morrison of the Ohio State University:

> One examines a wide variety of jobs and sorts them into groups according to the kinds of tasks, skills, knowledge, aptitudes, work habits, or whatever the jobs require for success. Each group or cluster of jobs thus is defined by a set of common requirements. These common job elements, incorporated into the curriculum provide the student with powerful capabilities which are useful in a number of occupations. (There are . . .) a variety of bases for clustering jobs and several procedures for arriving at curricula once the clusters have been defined, but the general strategy is essentially the same for: define a core curriculum based on common requirements of job clusters.

Love studies job titles and competencies needed in off-farm agricultural occupations in Pennsylvania. By factor analysis, he identified the occupational groups of managers, supervisors, bookkeepers, technicians, and service workers as being groups of occupations needing agricultural, business, and trade and industrial competencies for employment in agricultural supply stores. Data indicated that employees needed a higher degree of competency in agricultural and business competencies than in trade and industrial competencies. He also found that there were differences in levels of training needed for occupational entry and for advancement.

Studies Related to Individualized Instruction

Individualized instruction as a solution to the education of diverse student populations is not new; however, the intensity of interest in this mode of instruction is far greater today than ever before. Kapfer and Ovard (1971) stress the importance of the individual's development with the following statement:

> Individuality must be preserved in the emerging, highly organized, centralized, and technologically automated society. Although innovations hold great promise, they also post the threat of undermining the potential and self-determination of individuals. Properly integrated, these innovations may provide the basis for a continuous progress curriculum which promotes individuality.

There is some agreement that individual learning ability and style should receive emphasis in our present educational process. Teaching toward the average student in group paced instruction requires all students to move toward the same mean achievement level. Stimulation and motivation are often lacking for both rapid and slow learners in this setting.

Learning is one of the most private and unique activities associated with human beings. According to Weisgerber (1972):

> While instruction and learning are customarily taken as "givens" in education, and learning has been thought of as a consequence of the instruction, it is clear that instruction can take place for a group in which certain students fail to learn.

There is general agreement regarding the necessity for emphasizing individualized learning due to the fact that individuals are unlike in learning styles and rates. Consequently, it is educationally unsound to assume that all students in a class are ever at any one common point in the learning process.

Teacher education has made extensive use of the lecture-discussion method of instruction and norm-references measurement for assessing student performance. This type of instruction and measurement does not often take into account individual differences, but instead attempts to meet majority group needs and compares one student's performance with another. It does not measure whether all students achieve competency; however, there are alternate approaches that can be used.

One example involves the use of criterion referenced measures to ascertain an individual's status with respect to some performance standard. Criterion referenced individualized instruction is an approach that holds great promise for vocational education in determining individual differences and determining whether the desired level of occupational competency has been achieved by each individual.

Pratzner found that motion pictures with sound were more effective than traditional instruction in the presentation of basic concepts of teaching to draftsmen who were preparing to become teachers of industrial education.

The effects of micro-teaching and classroom teaching skills were investigated by Brown. It was found that micro-teaching produced significant levels of change in teaching skills. These findings suggest micro-teaching with television recording and playback as part of the process are more effective than traditional instruction as a method of preparing teachers.

In a study of the adaptation of training to individuals conducted by Taylor and Fox (1964), training tasks of varied complexity were presented under laboratory conditions to newly inducted army personnel. These servicemen were divided into low, middle, and high groups based upon their qualification test scores. For some tasks, group differences were found in rate of learning only and for other tasks, the groups differed in learning rate and in final levels of performance for both high and low groups.

Differences in learning rates, styles, and abilities among students are pointed out clearly in past research, indicating further need for performance oriented instructional materials for cooperative vocational education. Finch and Impellitteri (1971) add credibility to performance oriented instructional materials for vocational and technical education. In their review of research, they found that emphasis upon work performance skills has not been adequately recognized. Sullivan (1969) found few major projects in curriculum that were stressing a systematic assessment of learner performance measured by behavioral objectives. Programs emphasizing management and supervisory skills are no exception. Without performance oriented instruction, it is questionable whether the vocational teacher of management and supervisory skills has information to build programs and courses of study meeting the needs of students at the occupational entry level.

Mager (1967) points out when dealing with instructional programs or instruction in vocational-technical education, an important consideration is the method of measurement to be utilized in assessing the degree to which instructional objectives have been achieved. Finch and Impellitteri (1971) state that instructional objectives in vocational-technical education must have occupational referents -- performance statements -- in addition to educational ones.

In order to constitute mastery of a performance statement Finch and Impellitteri (1971) state:

> In the vocational shop, laboratory, or classroom setting the emphasis of measurement is upon whether a particular student has or has not achieved a specific objective or set of objectives. Is the student able to perform a specified task within accepted performance standards, or not?

The measurement task is referred to as criterion referenced measurement. The distinction between criterion referenced measures and norm referenced measures was initially introduced by Glaser (1968). The primary distinction is that criterior referenced measures are constructed to maximize discriminations made between groups treated differently and to minimize differences among individuals in any one group, while norm referenced measures are constructed to maximize the discriminations made among people having specified background and experience. According to Rosner (1969), an instrument designed to provide criterion referenced measurement is constructed so that the teacher can readily determine each student's degree of competency within each instructional area by testing for the presence of specific behaviors. If a student can demonstrate mastery of the terminal objective, and if the hierarchy of objectives is valid, he has, by inference, achieved mastery of all supporting behaviors.

It is the opinion of some educators that criterion referenced measurement is a superior method for use in vocational education. Understanding the basic intent of this approach enables one to judge the appropriateness of criterion referenced measurement for assessing student progress. According to Millman (1970), norm references procedures for determining progress of students are inappropriate regardless of the way instruction is individualized.

Considering the differing effects upon students in the normative and criterion referenced situations, the future of individualized instruction is summed up very well by Sullivan (1969):

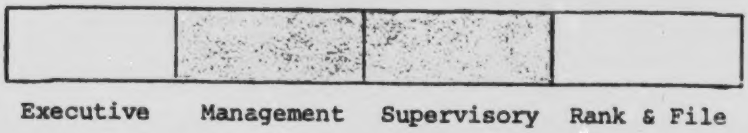
> Remarkably few major projects in the development of new curricula or in the improvement of classroom instruction have attempted to employ systematic assessment of learner performance on precise instructional objectives as a means of instructional improvement. Consequently, objectives-based techniques for conducting formative evaluation efforts with new curricula and for individualizing classroom instruction are in the early formative evaluations themselves. Their refinement is contingent upon evaluation of their use in the development of instructional programs and in on-going classroom instruction. Once such procedures have been sufficiently refined, there will still be a need for summative evaluation to compare programs that incorporate them with those that do not. Like the methods and materials in any instructional program, the value of these evaluation procedures ultimately must be judged by their effects on student performance.

The 1970's began with an emphasis and demand for accountability in our educational system. A review for the literature has shown that an attemp to be accountable for the products of vocational education may lie with individualized instruction and criterior referenced measurement.

The question how well do students learn from criterion referenced individualized instruction as compared to the lecture-discussion method of instruction cannot be answered with a high degree of certainty. This lack of uncertainty can be attributed to the limited amount of research on individualized instruction and criterion referenced measurement and the complete void of research dealing with their relationship to vocational education.

Bases for Terminology Used in This Study as Prescribed in the Professional Literature

A review of the literature revealed a diversity in opinion of what constitutes mid-management within an organizational structure. As reported in Section One, the definition of mid-management used in this study is any position that falls within the shaded areas of the organizational scale on the following page.



Although the project staff is aware and in agreement that many of the competencies needed by both executive management and mid-management are identical, the following summaries are presented to support the above definition.

Middle Management As indicated by Longenecker (1969) the term "middle management" includes:

- Makes plans of intermediate range and prepares more comprehensive, long-range plans for review by top management
- Analyzes managerial performance to determine capability and readiness for promotion
- Establishes departmental policies
- Reviews daily and weekly reports on production and sales
- Counsels subordinate managers on production, personnel, and other problems

Supervisory Management As indicated by Longenecker (1969) the term "supervisory management" includes:

- Makes detailed, short-range operating plans
- Reviews performance of operative and minor supervisors
- Makes specific task assignments to personnel
- Maintains close contact with operative employees

The work of a manager must be performed at all levels of an organization - from chief executive to first-line supervisor. It would be possible to slice the management structure into any number of vertical levels. Here, three levels - top management, middle management, and supervisory management are recognized. Any of these might, in turn, contain a number of vertical levels.

Middle-Management vs. First Level Supervisory McLarney and Verlinel (1970) described the difference between middle-management and first level management as follows:

Responsibilities of First Level Supervisor. The first-level supervisor is the management man who directs the work of the operative (non-management) employees. He supervises work and worker. He is the management representative at the bottom of the management pyramid - the management man who is in direct contact with the rank and file. He may be called foreman, supervisor, section manager, unit manager, chief clerk, department head, group chief, head nurse, team leader, or some other similar title.

The first-line supervisor has, in most cases, advanced from a job in which he was an individual producer to a job that now requires him to get production through others. All too frequently he is promoted on short notice and little or nothing is done to orient him and help him understand his new responsibilities. He is expected to learn on the job and this is very costly and frequently disastrous.

Probably the outstanding change that has taken place is the increasing shortage of people to fill supervisory jobs. Two factors contribute to this shortage. Business firms as well as other organizations have increased in size quite rapidly, thus creating the need for more first-line supervisors. Secondly, young people are now entering the work force with more education and higher levels of aspiration.

In those organizations that have been choosing supervisors who do not have seniority but who are well educated and ambitious, the supervisor's job has become a more responsible one.

Responsibilities of the middle manager. The middle manager supervises, while the first-level supervisor supervises work and workers, telling his workers what to do and training and instructing them so that they can do it. A middle manager tells his subordinate supervisors what he wants to accomplish, and he tells them in fairly specific terms; then, he counsels them to the extent necessary for them to accomplish the objectives.

Higher management sets up the overall objectives which the middle management translates into specific projects for his subordinates. He develops plans, and directs and reviews progress towards them, but he does not supervise the details of their accomplishments.

While the first-level supervisor spends a larger proportion of his time in directing and controlling, the middle manager does more planning (medium-range rather than long-range), more organizing, more integrating and coordinating of the work performed by his subordinate supervisors within the department.

The middle manager designs departmental procedures, formulates departmental policies, draws up budgets, and analyzes costs. He has the responsibilities of gathering information, sifting it, and transmitting it to upper management in the form of progress reports and explanations of unusual circumstances.

The distinction between the responsibilities of the middle manager and the first-level supervisor as they apply to the two jobs is a matter of degree and emphasis.

List of Expectations by Upper Management on First-Level Supervisors and Middle-Management.

1. Get out the product or service within the requirements of time, quality, quantity, and cost.
2. Develop and maintain an effective work force.
3. Keep up-to-date on technical knowledge.
4. Make good decisions; don't wait for the boss to make them.
5. Plan, organize, direct, coordinate, and control the work.
6. Know and apply company policies and procedures.
7. Know the union contract and live within it.
8. Improve methods and get worker acceptance of the changes.
9. Maintain discipline.
10. Build cooperation and morale.
11. Be loyal.
12. Communicate upward effectively and honestly.
13. Don't be afraid of criticism.
14. Don't make promises that leave no room for alternatives.
15. Be ready for crises but don't create them.

According to Mauser and Schwartz (1970), company management can be divided into three levels: top management, middle management and operational management.

Top Management. The job of top management is to determine the broad objectives, policies, and procedures of the company and to make decisions that affect a large part of the organization.

Middle Management. Middle management, the second level of management in the organization, is responsible for developing operational plans and procedures to implement the broader ones conceived by top management. Middle management is often given much leeway in the development of plans, so long as the end result is in keeping with top management requirements. Decisions on which advertising media to use, how many new salesmen to hire, what new equipment to purchase, and how to develop new machinery are examples of the matters concerning middle management.

Middle management includes superintendents and managers of units and departments. The term "junior executive" generally refers to younger members on lower levels of middle management who are being groomed for higher management positions.

Operating Management. Top management makes policies. Middle management makes plans to carry out the policies. Operating management sees that the work the plans call for is carried out.

Operating management is the lowest level in management. It includes foremen and supervisors immediately responsible for directing the work of employees. Members of operating management are concerned with putting into action operational plans devised by middle management; generally, they do not initiate plans of their own.

SECTION THREE

Organization of Study and Data Collection

This section of the report presents the rationale for the study; the process used to develop the data gathering instruments; and data collection procedures used to conduct the study

Rationale

The position of mid-manager (supervisor) within the public and private sector of our economy has a diversity of connotations among both educators and businessmen. Therefore, the importance of determining occupational competencies for program planning is widely recognized today.

The emerging importance of individualized instruction to both determine and actualize individual potential may be of more benefit to vocational education than to any other educational area.

Population and Sample

The population of this study consisted of all public and private institutions in the State of Missouri that could be classified into one of the following occupational groupings (industries):

1. BANKING-FINANCE
2. CONSTRUCTION
3. DISTRIBUTION-WHOLESALE
4. DISTRIBUTION-RETAIL
5. ENGINEERING
6. FOOD SERVICE (restaurant, catering, etc.)
7. GOVERNMENTAL
8. HOSPITAL-MEDICAL

9. HOTEL-MOTEL
10. INSURANCE
11. MANUFACTURING
12. PUBLIC UTILITIES
13. PUBLISHING
    (news media, printing, etc.)
14. REAL ESTATE
15. TRANSPORTATION
16. SERVICE

A list of the firms within each occupational grouping was obtained by contacting their respective professional association. Each association was informed of the purpose of the study and their assistance was solicited (Appendices A, B).

Since the policy of some associations prohibited them from furnishing lists of their membership, the project staff had to refer to local telephone directories to identify the appropriate industries. When all the lists were compiled for each industry, the number of firms exceeded 12,000. The list of firms within each occupational grouping was then numbered in sequential order. A book of random numbers was then used to select ten per cent as a representative sample of the industries involved.

Also, during the early stages of the project an instrument was developed to determine the following:

1. Industry classification - purpose was to verify initial classification.
2. A listing of job titles which fall within mid-management.
3. Number of employees classified as supervisors or mid-managers.
4. If firm would be willing to participate in project.

Of the 1,264 firms contacted, only 67, or five per cent responded (Appendix C).

Although the project staff was disillusioned, discussions with personnel from the State Department, business and industry and the panel of consultants led to the conclusion that not only was the instrument too detailed but that a variation exists relative to the nomanclature of educators and businessmen. As a result, the majority of firms felt the project would not benefit their firms and therefore were unwilling to participate. Another letter was drafted explaining the purpose of the project and requesting their participation. A post card was also developed for their response. Of the 1,200 firms contacted, 243 indicated they were willing to participate. Each of these firms were then contacted in person or by telephone to again explain the purpose of the study and verify their willingness to participate (Appendix D). This group of 243 then made up the sample population for the study.

Instrumentation

In order to secure the data for this study, two data gathering instruments were developed. The first instrument was developed to collected data relative to positions (by position title) employers were willing to fill by hiring graduates of a two-year mid-management program. The second instrument was used to collect data to determine the core competencies of incumbents of mid-management positions employed in the public and private sectors of Missouri's economy.

Employer Copy - Mid-Management Instrument

The main purpose for developing this instrument was to determine whether employers of mid-management personnel would employ the two-year graduate of a mid-management program. The instrument was also designed to assist program planners in identifying (1) position titles in which their graduates would likely secure; and (2) the industries that actively seek two-year mid-management graduates. A copy of the instrument and cover letter appear in Appendix E.

Employee Copy - Mid-Management Instrument

After carefully reviewing alternative methods for determing the content for the mid-management competency instrument, the project staff decided to develop a taxonomy of mid-management activities based upon a review of the literature and suggestions from supervisors of mid-management personnel employed in the different occupational groupings from the public and private sectors in Missouri.

The initial taxonomy consisted of over 500 activities. This list was then submitted to a panel of consultants. The panel scrutinized the taxonomy for duplication and for content and validity.

The major problem encountered in developing the mid-management competency instrument was to determine the most suitable format for writing the activities for the instrument. In approaching this problem it was recognized that because the program planner's goals in the learning process should be the achievement of relevant performance skills by the student, he should focus his energy on what mid-management personnel must learn to assure success of their mission. Therefore, before the taxonomy was written to conform to the behavioral method of writing objectives, each item was reviewed by representatives of business and industry in terms of recognized job performance.

The most well-known model for deriving learning objectives can be found in Mager's Preparing Instructional Objectives. In Mager's book objectives are stated in behavioral terms that describe what the learner must be able to do to demonstrate his achievement of the objective. However, before such objectives can be stated, certain specific input data is needed: (1) knowledge of what the mid-manager's job consists of; (2) knowledge of what the mid-manager's need to do to perform each of the tasks; and (3) knowledge of the frequency of each task to be performed.

After the necessary revisions, additions and deletions were made, the final instrument was developed. This instrument was then used to survey the mid-management incumbents employed by the different industries in Missouri. The survey and cover letter appear in Appendix F.

Clustering of Activities in Competency Areas

Initially it was decided to cluster the activities into competency areas by utilizing the statistical test of varimax rotation of the results of the employee copy of the mid-management survey. After carefully reviewing the results of this statistical test from other studies, the decision was made to cluster these activities based upon a review of the literature and the opinions of representatives from business and industry. The following competency areas were determined to be most appropriate for the activities included on the employee copy of the survey.

PLANNING

Planning involves selecting the objectives, and the policies, programs, and procedures for achieving them -- either for the entire enterprise or for any organized part therein. (Smith, 1959).

COMMUNICATING

The exchange of thoughts, messages, or the like, as by speech, signals, or writing. (American Heritage Dictionary, 1969).

STAFFING

Staffing involves the manning and keeping manned the positions provided for by the organizational structure. This includes all those processes involving the hiring and placement of employees.

CONTROLLING

Controlling seeks to compel events to conform to plans by establishing standards of performance, measuring performance, and correcting deviations.

DIRECTING

The guiding, supervising and motivating of subordinates.

ORGANIZING

Organizing involves accurately designing all work elements into positions and organizational components, so that the end result of the organization as designed will be dynamic, will produce the results desired, and will do so economically and on time. (Smith, 1959).

ADMINISTERING

Coordinating the efforts of the organizational groups, materials, resources, and environments to accomplish the planned objectives.

Data Gathering Procedure

The collection of data in this study was accomplished by means of two questionnaires developed by the project investigators and panel of consultants. These instruments were mailed to the sample population of the study. The questionnaire has been proved to be a valuable research tool and has enabled many research investigations to be conducted under circumstances where they might otherwise have been impossible (Robin, 1965).

Because the questionnaire has one major weakness -- a lack of response associated with its use -- the following procedure was followed:

1. A personal cover letter and a copy of the instrument(s) were sent to each participant previously identified. The cover letter(s) contained an explanation of the project, its importance, and possible application. Included in this mailing was a self-addressed stamped envelope for the convenient return of the instrument(s).

2. If within four weeks the instrument(s) had not been returned, a follow-up post card was sent.

3 As previously reported in this section, because of the difficulty the project staff experienced in obtaining data from the sample population and existing time limitations, no additional attempts were made to contact those firms and employees who did not respond.

Analysis of the Data

The data collected on the employer copy and the employee copy of the survey were analyzed using frequencies, means, medians, modes, ranges and/or percentages.

The competencies on the employee copy of the survey were clustered by incorporating the recommendation of the panel of consultants and the findings of the review of literature.

SECTION FOUR

DATA ANALYSIS

Respondents

Based upon the initial inquiring reported in Section Three, two hundred forty-three firms and one thousand employees from 16 different industries were used as the sample population for this study. Each firm was sent one employer copy of the survey and between one and ten of the employee copy of the survey. Of those surveyed, 150 firms and 469 employees responded, or 62 per cent and 45 per cent respectively. Of those who responded, 96 firms and 389 employees responded correctly; therefore, only 40 per cent of the employer copies of the survey were usable and 39 per cent of the employee copies. Although two additional attempts were made to receive responses from the Engineering, Food Service, Hotel-Motel, Insurance, Real Estate and Transportation Industries, those firms contacted failed to respond and therefore were not represented in this study (Table I).

Number of Employees Employed by Occupational Groupings

As shown in Table II of those who responded, the Hospital-Medical Occupational grouping employs the largest number of employees with a mean of 671. Publishing, Finance, Governmental agencies, and Manufacturers employ the second, third and fourth largest number of employees with means of 250, 228, and 217 respectively.

The range, mode, and medians of number of employees employed by these industries are also shown in Table II.

Job Titles

In an attempt to identify mid-management job titles within the public and private sectors in Missouri's economy whereby occupational entry could be obtained by completing a pre-service mid-management vocational program or an inservice mid-management vocational program, the employer copy of the survey was developed. Four alternatives for filling each position was provided. (See Survey Appendix G).

Positions Companies Would Fill by Hiring Two-Year Mid-Management Graduates or Students

Based on the data reported in Table III, two-year graduates of a mid-management program would likely secure employment in the manufacturing industry. This industry indicated they would employ the two-year graduate in 50 different position titles. Bookkeeping, accounting, sales, and management trainee positions had the largest number of responses for that industry. Bookkeeping, assistant supervisory and management trainee positions were reported by over 50 per cent of the other industries as positions they would fill by hiring a two-year mid-management graduate or student.

Positions Companies Would Fill By Promoting Rank and File Employees Without Inservice Mid-Management Training or Experience

The data presented in Table IV show that 4.8 positions per firm responded could be filled by rank and file employees who do not have any inservice mid-management training or experience. Manufacturing

TABLE I

OCCUPATIONAL GROUPING OF RESPONDENTS

OCCUPATIONAL GROUPING	FREQUENCY
Banking - Finance	20
Construction	1
Distribution Wholesale	4
Distribution Retail	6
Engineering	0
Food Services	0
Governmental	2
Hospital - Medical	9
Hotel - Motel	0
Insurance	0
Manufacturing	46
Public Utilities	0
Publishing	3
Real Estate	0
Transportation	0
Service	1
Mining	4
TOTAL	96

TABLE II

NUMBER OF EMPLOYEES EMPLOYED IN VARIOUS OCCUPATIONS GROUPINGS OF FIRMS RESPONDING

OCCUPATIONAL GROUPING	RANK	MEAN	MODE -	MEDIUM
Banking - Finance	11-256	63	43	43
Construction	22-80	11	None	None
Distribution - Wholesale	22-80	46	None	35
Distribution - Retail	30-490	171	None	120
Engineering	*	*	*	*
Food Services	*	*	*	*
Governmental	65-391	228	None	228
Hospital - Medical	272-1200	671	610	610
Hotel - Motel	*	*	*	*
Insurance	*	*	*	*
Manufacturing	25-800	217	25,55,90	130
Public Utilities	*	*	*	*
Publishing	30-470	250	None	250
Real Estate	*	*	*	*
Transportation	*	*	*	*
Service	19	19	None	None
Other	125-994	405	None	250

* DID NOT RESPOND

TABLE III

POSITIONS COMPANIES WOULD FILL BY HIRING TWO-YEAR MID-MANAGEMENT STUDENTS OR GRADUATES

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLE	FREQUENCY									
Assistant Cashier	1	0	0	0	0	0	0	0	0	1
Assistant Loan Manager	0	0	0	0	0	0	1	0	0	1
Assistant Manager	0	0	0	0	0	1	3	0	0	4
Assistant Manager Personnel	0	0	0	0	0	0	3	0	0	3
Assistant Personnel Manager	0	0	0	0	0	0	3	1	0	4
Assistant Supervisor Accounts Payable	0	0	0	0	0	0	5	0	0	5
Assistant Supervisor Accounts Receivable	0	0	0	0	0	0	5	0	0	5
Assistant Supervisor Cost Analyst	0	0	0	0	0	0	2	1	0	3
Assistant Supervisor Invoicing	0	0	1	0	0	0	4	0	0	5
Assistant Supervisor Keypunch	0	0	1	0	0	1	6	0	0	8
Assistant Supervisor Order Department	0	0	1	0	0	1	2	1	0	4
Assistant Underwriter Manager	0	0	1	0	0	0	1	0	0	2
Assistant Underwriter Manager Trainee	0	0	0	0	0	0	1	0	0	1
Bookkeeping Supervisor	0	1	0	0	0	0	4	0	0	5
Bundling Supervisor	0	0	0	0	0	0	0	0	0	0
Buyer	0	1	0	0	0	0	4	0	1	6
Chief Clerk	0	0	1	0	0	0	2	1	0	4
Clerical Group Leader	0	0	0	0	0	0	2	0	0	2

TABLE III (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Cost Control Coordinator	0	0	0	0	0	0	3	1	0	4
Cost Supervisor	0	0	0	0	0	0	2	1	2	5
Customer Service	1	0	0	0	0	0	3	0	0	4
Customer Service Teller Supervisor	0	0	0	0	0	0	0	0	0	0
Data Processing Manager	1	0	0	0	0	0	4	0	0	5
Department Head	0	0	0	0	0	1	0	0	0	1
District Sales Manager	0	0	0	0	0	0	1	0	0	1
Division Manager	0	0	0	0	0	0	0	0	0	0
Drive-In Bank Manager	0	0	0	0	0	0	0	0	0	0
Field Sales Manager	0	0	0	0	0	0	1	0	0	1
General Manager	0	0	0	0	0	0	0	0	0	0
General Supervisor	0	0	0	0	0	0	3	0	0	3
Group Chief	0	0	0	0	0	0	0	0	0	0
Head Bakery Clerk	0	0	0	0	0	0	0	0	0	0
Head Deli Clerk	0	0	0	0	0	0	0	0	0	0
Head Grocery Clerk	0	0	0	0	0	0	0	0	0	0
Head Meat Cutter	0	0	0	0	0	0	0	0	0	0
Head Nurse	0	0	0	0	0	0	0	0	0	0
Head Produce Clerk	0	0	0	0	0	0	0	0	0	0
Head Rating Clerk	0	0	0	0	0	0	0	0	0	0
Head Reservationist	0	0	0	0	0	0	0	0	0	0
Head Secretary	1	0	0	1	0	0	3	0	0	5
Head Teller	0	0	0	0	0	0	0	0	0	0
Industrial Engineer	0	0	0	0	0	0	1	0	0	1
Inspection Supervisor	0	0	0	0	0	0	4	0	0	4
Inventory Control Supervisor	0	0	0	0	0	0	4	0	0	4

TABLE III (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Job Foreman	0	0	0	0	0	0	3	0	0	3
Key Entry Lead Operator	0	0	0	0	0	0	2	0	0	2
Lead Billing Clerk	0	0	0	0	0	0	1	0	0	1
Lead Clerk	0	0	0	0	0	0	3	0	0	3
Line Foreman	0	0	0	0	0	0	1	0	0	1
Mail Room Manager	0	0	0	0	1	0	0	0	0	1
Maintenance Foreman	0	0	0	0	0	0	0	0	0	0
Manager of Banquet Factory	0	0	0	0	0	0	0	0	0	0
Manager of Commercial Unit	0	0	0	0	0	0	0	0	0	0
Manager of Customer Relations	0	0	0	0	0	0	1	0	0	1
Manager Trainee	1	0	1	3	0	0	7	1	1	14
Note Department Supervisor	0	0	0	0	0	0	1	0	0	1
Office Supervisor Manager	0	0	0	1	0	0	2	0	1	4
Paying & Receiving Teller Supervisor	1	0	0	0	0	0	0	0	0	1
Personnel Manager	1	0	1	0	0	0	1	0	1	4
Plant Engineer	0	0	0	0	0	0	2	0	0	2
Plant Superintendent	0	0	0	0	0	0	3	0	0	3
Processing Foreman	0	0	0	0	0	0	2	0	0	2
Production Control Supervisor	0	0	0	0	0	0	4	1	0	5
Production Foreman	0	0	0	0	0	0	2	0	0	2
Purchasing Agent	0	1	0	0	0	0	5	0	0	5
Regional Sales Manager	0	0	0	0	0	0	0	0	0	0
Sales Coordinator	0	0	0	0	0	0	2	0	0	2
Sales Manager	0	1	0	0	0	0	0	1	0	2
Section Manager	0	0	0	0	0	0	1	0	0	1
Senior Account Manager	0	0	0	0	0	0	0	0	0	0
Service Coordinator	0	0	0	0	0	0	0	0	0	0
Shift Manager	0	0	0	0	0	0	0	0	0	0
Shift Supervisor	1	0	0	0	0	0	0	0	0	1

TABLE III (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Shift Supervisor Housekeeping	0	0	0	0	0	0	0	0	0	0
Shop Foreman	0	0	0	0	0	0	1	0	0	1
Store Manager	0	0	0	1	0	0	1	0	0	2
Supervisor of Admissions	0	0	0	0	0	0	0	0	0	0
Team Leader	0	0	0	0	0	1	0	0	0	1
Transport Foreman	0	0	0	0	0	0	0	0	0	0
Underwriting Manager	0	0	0	0	0	0	1	0	0	1
Unit Manager	0	0	0	0	0	0	1	0	0	1
Unit Sales Manager	0	0	0	0	0	0	1	0	0	1
Warehouse Foreman	0	0	0	0	0	0	0	0	0	0
Wholesale Supervisor	0	0	0	0	0	0	0	0	0	0
Other Positions	4	2	1	1	0	5	0	1	0	14
TOTAL	12	6	11	7	1	12	130	10	6	195

TABLE IV

POSITIONS COMPANIES WOULD FILL BY PROMOTING RANK AND FILE EMPLOYEES WITHOUT INSERVICE MID-MANAGEMENT TRAINING OR EXPERIENC

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLICATIONS	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Assistant Cashier	4	0	1	0	0	2	3	1	1	12
Assistant Loan Manager	1	0	0	0	0	0	0	0	0	1
Assistant Manager	2	0	0	1	0	0	0	0	0	3
Assistant Manager Personnel	2	0	0	0	0	0	1	0	0	3
Assistant Personnel Manager	1	0	0	0	0	0	1	0	0	2
Assistant Supervisor Accounts Payable	1	0	0	0	0	0	1	0	1	3
Assistant Supervisor Accounts Receivable	1	0	0	0	0	0	6	0	2	9
Assistant Supervisor Cost Analyst	1	0	0	0	0	0	5	0	2	8
Assistant Supervisor Invoicing	1	0	0	0	0	0	4	0	1	6
Assistant Supervisor Keypunch	1	0	0	0	0	2	2	1	1	7
Assistant Supervisor Order Department	1	0	0	0	0	1	5	1	1	9
Assistant Underwriter Manager	1	0	0	0	0	0	4	0	0	5
Assistant Underwriter Manager Trainee	1	0	0	0	0	0	0	0	0	1
Bookkeeping Supervisor	2	0	1	0	0	1	0	1	0	5
Bundling Supervisor	0	0	0	0	0	0	3	0	1	4
Buyer	0	0	0	0	0	1	2	1	1	5
Chief Clerk	1	0	0	0	0	1	2	0	2	6
Clerical Group Leader	1	0	0	0	0	2	4	0	0	7

TABLE IV (cont.)

POSITION TITLES	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
	OCCUPATIONAL GROUPINGS									
	FREQUENCY									
Cost Control Coordinator	0	0	0	0	0	0	6	0	0	6
Cost Supervisor	0	0	0	0	0	0	2	0	0	2
Customer Service	4	0	0	2	0	1	4	1	0	12
Customer Service Teller Supervisor	4	0	0	0	0	1	2	0	0	7
Data Processing Manager	0	0	0	0	0	2	1	0	0	3
Department Head	1	0	0	0	0	0	2	0	0	3
District Sales Manager	0	0	0	0	0	0	0	0	0	0
Division Manager	0	0	0	0	0	0	2	0	0	2
Drive-In Bank Manager	3	0	0	0	0	0	0	0	0	3
Field Sales Manager	0	0	0	0	0	0	2	0	0	2
General Manager	0	0	0	0	0	0	1	0	0	1
General Supervisor	0	0	0	0	0	1	6	0	1	8
Group Chief	0	0	0	0	0	0	1	0	0	1
Head Bakery Clerk	0	0	0	0	0	1	1	0	0	2
Head Deli Clerk	0	0	0	0	0	1	1	0	0	2
Head Grocery Clerk	0	0	0	0	0	1	1	0	0	2
Head Meat Cutter	0	0	0	0	0	1	1	0	0	2
Head Nurse	0	0	0	0	0	4	1	0	0	5
Head Produce Clerk	0	0	0	0	0	1	1	0	0	2
Head Rating Clerk	0	0	0	0	0	0	1	0	0	1
Head Reservationist	0	0	0	0	0	1	2	0	0	3
Head Secretary	4	1	0	0	0	2	7	1	1	16
Head Teller	6	0	0	0	0	1	1	0	0	8
Industrial Engineer	1	0	0	0	0	1	0	0	0	2
Inspection Supervisor	1	0	0	0	0	1	4	0	1	7
Inventory Control Supervisor	1	0	0	0	0	2	2	1	1	7

TABLE IV (cont.)

POSITION TITLES	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
					FREQUENCY					
Job Foreman	1	1	0	0	0	2	13	1	3	21
Key Entry Lead Operator	1	0	0	0	0	1	4	1	1	8
Lead Billing Clerk	1	0	0	0	0	1	8	1	1	12
Lead Clerk	1	0	0	0	0	1	7	1	1	11
Line Foreman	1	0	0	0	0	2	14	1	3	21
Mail Room Manager	3	0	0	0	0	2	5	0	2	12
Maintenance Foreman	0	0	0	0	0	4	10	1	3	18
Manager of Banquet Factory	0	0	0	0	0	1	0	0	0	1
Manager of Commercial Unit	0	0	0	0	0	0	0	0	0	0
Manager of Customer Relations	0	0	0	0	0	0	0	0	0	0
Manager Trainee	0	0	0	2	0	0	1	0	0	3
Note Department Supervisor	2	0	0	0	0	0	0	0	0	2
Office Supervisor Manager	0	0	0	1	0	2	3	0	0	6
Paying & Receiving Teller Supervisor	3	0	0	0	0	1	2	0	0	6
Personnel Manager	1	0	0	0	0	0	2	0	0	3
Plant Engineer	0	0	0	0	0	3	0	0	0	3
Plant Superintendent	0	0	0	0	0	1	6	0	0	7
Processing Foreman	0	0	0	0	0	1	7	0	3	11
Production Control Supervisor	0	0	0	0	0	0	3	0	1	4
Production Foreman	0	0	0	0	0	0	9	1	3	13
Purchasing Agent	0	0	0	0	0	0	2	0	0	2
Regional Sales Manager	0	0	0	0	0	2	2	0	0	4
Sales Coordinator	0	0	0	0	0	0	0	0	0	0
Sales Manager	0	0	0	0	0	0	1	0	0	1
Section Manager	0	1	0	0	0	0	2	0	0	3
Senior Account Manager	0	0	0	0	0	0	0	0	0	0
Senior Lead Clerk	0	0	0	0	1	1	2	0	1	5
Service Coordinator	0	0	0	0	0	0	1	0	0	1
Shift Manager	1	0	0	0	0	0	2	0	0	3
Shift Supervisor	1	0	0	0	0	1	7	1	2	12

TABLE IV (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	OTHER
POSITION TITLES	FREQUENCY									
Shift Supervisor Housekeeping	1	0	0	0	0	4	4	0	1	10
Shop Foreman	1	0	0	0	0	2	11	1	2	17
Store Manager	0	0	1	1	0	1	1	1	0	5
Supervisor of Admissions	0	0	0	0	0	2	1	0	0	3
Team Leader	1	0	0	0	0	0	4	0	0	5
Transport Foreman	0	0	0	0	0	1	2	0	0	3
Underwriting Manager	0	0	0	0	0	0	1	0	0	1
Unit Manager	1	0	0	0	0	0	0	0	0	1
Unit Sales Manager	0	0	0	0	0	0	0	0	1	1
Warehouse Foreman	0	1	0	0	0	2	7	1	0	11
Wholesale Supervisor	0	0	0	0	0	0	1	0	0	1
Other Positions	4	1	0	0	0	0	0	0	0	5
TOTAL	71	5	3	7	1	70	240	18	10	461

TABLE V

POSITIONS COMPANIES WOULD FILL BY PROMOTING RANK AND FILE EMPLOYEES ONLY WITH INSERVICE MID-MANAGEMENT TRAINING OR EXPERIENC

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Assistant Cashier	12	0	0	0	0	1	3	0	0	16
Assistant Loan Manager	11	0	0	0	0	1	2	0	0	14
Assistant Manager	4	0	1	0	1	0	4	1	2	13
Assistant Manager Personnel	3	0	2	0	0	1	5	0	0	11
Assistant Personnel Manager	6	0	0	0	0	0	5	0	0	11
Assistant Supervisor Accounts Payable	1	0	2	0	0	3	7	1	0	14
Assistant Supervisor Accounts Receivable	1	0	2	0	0	3	6	1	0	13
Assistant Supervisor Cost Analyst	0	0	0	0	0	2	4	0	1	7
Assistant Supervisor Invoicing	0	0	1	0	1	2	7	1	0	12
Assistant Supervisor Keypunch	1	0	2	0	0	0	6	0	1	10
Assistant Supervisor Order Department	0	0	2	0	0	2	6	0	0	10
Assistant Underwriter Manager	0	0	0	0	0	1	1	0	0	2
Assistant Underwriter Manager Trainee	0	0	0	0	0	1	2	0	0	3
Bookkeeping Supervisor	11	0	0	0	0	2	9	1	0	23
Bundling Supervisor	1	0	0	0	0	0	4	0	0	5
Buyer	1	0	0	1	0	1	14	0	1	18
Chief Clerk	2	0	1	0	0	2	10	0	1	16
Clerical Group Leader	0	0	1	0	1	1	5	1	1	10

TABLE V (cont.)

POSITION TITLES	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
	OCCUPATIONAL GROUPINGS									
	FREQUENCIES									
Cost Control Coordinator	1	0	0	0	0	1	5	1	1	9
Cost Supervisor	1	0	0	0	0	1	3	1	1	7
Customer Service	3	0	1	0	0	1	11	0	0	16
Customer Service Teller Supervisor	7	0	0	0	0	0	2	0	0	9
Data Processing Manager	0	0	0	0	0	2	2	1	0	5
Department Head	7	0	2	3	0	3	19	2	0	36
District Sales Manager	2	0	0	0	0	0	0	3	1	6
Division Manager	2	0	0	1	0	1	5	0	0	9
Drive-In Bank Manager	7	0	0	0	0	0	1	0	0	8
Field Sales Manager	2	0	3	0	0	0	3	1	0	9
General Manager	2	0	1	0	0	0	3	0	0	6
General Supervisor	2	0	1	0	0	1	3	1	2	10
Group Chief	1	0	0	0	0	1	1	0	0	3
Head Bakery Clerk	1	0	0	1	0	0	1	0	0	3
Head Deli Clerk	0	0	0	1	0	0	1	0	0	2
Head Grocery Clerk	0	0	0	1	0	0	1	0	0	2
Head Meat Cutter	0	0	0	1	0	0	0	0	0	1
Head Nurse	0	0	0	1	0	1	1	0	0	3
Head Produce Clerk	0	0	0	0	0	1	1	0	0	2
Head Rating Clerk	0	0	0	0	0	0	1	0	0	1
Head Reservationist	0	0	0	0	0	0	8	0	0	8
Head Secretary	4	1	1	1	1	1	1	0	1	11
Head Teller	9	0	0	0	0	0	2	0	0	11
Industrial Engineer	0	0	0	0	0	0	2	0	0	2
Inspection Supervisor	0	0	0	0	0	0	8	0	0	8
Inventory Control Supervisor	1	0	1	1	0	0	14	0	0	17

TABLE V (Cont.)

POSITION TITLES	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
	OCCUPATIONAL GROUPINGS									
	FREQUENCY									
Job Foreman	0	1	1	0	0	0	15	1	1	18
Key Entry Lead Operator	0	0	0	0	0	1	3	0	0	4
Lead Billing Clerk	0	0	0	0	0	1	6	0	0	7
Lead Clerk	0	0	0	0	0	1	2	0	0	3
Line Foreman	0	0	1	0	0	0	13	0	1	15
Mail Room Manager	1	0	0	0	0	0	3	2	1	7
Maintenance Foreman	1	0	1	0	0	1	12	1	0	16
Manager of Banquet Factory	1	0	0	0	0	0	2	0	0	3
Manager of Commercial Unit	1	0	0	0	0	0	1	0	0	2
Manager of Customer Relations	2	0	0	0	0	1	4	1	0	8
Manager Trainee	3	0	0	3	0	1	0	0	0	7
Note Department Supervisor	7	0	0	0	0	1	2	0	0	10
Office Supervisor Manager	1	0	2	2	1	2	11	0	1	20
Paying & Receiving Teller Supervisor	7	0	0	0	0	1	2	0	1	11
Personnel Manager	3	0	0	1	0	1	1	1	0	7
Plant Engineer	0	0	0	0	0	1	3	1	0	5
Plant Superintendent	1	0	1	0	0	0	8	1	0	11
Processing Foreman	0	0	0	0	0	0	1	0	0	1
Production Control Supervisor	0	0	1	0	0	0	5	0	0	6
Production Foreman	0	0	0	0	0	0	16	1	1	18
Purchasing Agent	2	0	0	0	0	0	18	1	4	25
Regional Sales Manager	0	0	0	0	0	0	15	0	0	15
Sales Coordinator	0	0	0	0	0	0	3	0	0	3
Sales Manager	0	0	0	0	0	1	4	1	0	6
Section Manager	1	0	0	0	0	1	5	0	0	7
Senior Account Manager	0	0	0	0	0	1	3	0	1	5
Senior Lead Clerk	1	0	0	0	0	1	5	0	0	7
Service Coordinator	1	0	0	0	0	2	3	0	0	6
Shift Manager	0	0	0	0	0	3	9	0	1	13
Shift Supervisor	0	0	0	0	0	2	13	0	0	15

TABLE V (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANACE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Shift Supervisor Housekeeping	0	0	0	0	0	0	4	0	0	4
Shop Foreman	0	0	0	0	0	0	13	1	1	15
Store Manager	0	0	0	2	0	0	0	0	0	2
Supervisor of Admission	0	1	0	0	0	1	0	0	0	2
Team Leader	0	0	0	0	0	0	1	0	0	1
Transport Foreman	0	0	0	0	0	0	3	0	0	3
Underwriting Manager	0	0	0	0	0	0	0	0	0	0
Unit Manager	0	0	0	0	0	1	2	0	0	3
Unit Sales Manager	0	0	0	0	0	0	3	0	0	3
Warehouse Foreman	0	0	0	1	0	0	15	0	0	16
Wholesale Supervisor	0	0	0	0	0	0	2	0	0	2
Other Positions	12	1	0	0	2	14	0	0	0	29
TOTAL	151	4	29	21	7	74	424	28	26	764

was the industry with the largest number of responses with banking and finance and hospital and medical being second and third respectively. Governmental had the lowest number of responses. Bookkeeping, accounting, assistant supervisory, secretarial, and foreman positions had the largest number of responses.

Positions Companies Would Fill By Promoting Rank And File Employees Only With Inservice Mid-Management Training or Experience

The data presented in Table V show that an average of eight positions per firm responded could be filled by rank and file employees who have had inservice, mid-management training of experience. The data presented also show that only one of the 85 positions titles listed on the employer copy of the survey could not be filled by this group. Manufacturing, banking and finance, and hospital and medical again had the largest number of responses.

Positions Companies Would Fill by Hiring Only Four-Year Graduates

Table VI shows that 4.3 positions per form responded could be filled by four-year college graduates. Manufacturing reported the highest number of positions with hospital and medical and banking and finance second and third respectively.

Additional Positions

Because it would have been impossible to list all the position titles that could fall within the parameters of mid-management, the employer section of the survey also included space whereby additional

TABLE VI

POSITIONS COMPANIES WOULD FILL BY HIRING ONLY FOUR-YEAR GRADUATES

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Assistant Cashier	0	0	0	0	0	0	0	0	0	0
Assistant Loan Manager	1	0	0	0	0	0	1	0	0	2
Assistant Manager	0	0	0	1	0	0	6	0	1	8
Assistant Manager Personnel	0	0	0	1	0	3	5	0	2	11
Assistant Personnel Manager	0	0	0	1	0	3	12	0	2	18
Assistant Supervisor Accounts Payable	0	0	0	0	0	1	1	0	0	2
Assistant Supervisor Accounts Receivable	0	0	0	0	0	0	2	0	0	2
Assistant Supervisor Cost Analyst	0	0	0	0	0	1	6	0	0	7
Assistant Supervisor Invoicing	0	0	0	0	0	0	1	0	0	1
Assistant Supervisor Keypunch	0	0	0	0	0	0	0	0	0	0
Assistant Supervisor Order Department	0	0	0	0	0	0	1	0	0	1
Assistant Underwriter Manager	0	0	0	0	0	0	1	0	0	1
Assistant Underwriter Manager Trainee	0	0	0	0	0	0	0	0	0	0
Bookkeeping Supervisor	0	0	0	0	0	0	3	0	1	4
Bundling Supervisor	0	0	0	0	0	0	0	0	0	0
Buyer	0	0	0	1	0	0	4	0	0	5
Chief Clerk	0	0	0	0	0	0	1	0	0	1
Clerical Group Leader	0	0	0	0	0	0	1	0	0	1

TABLE VI (cont.)

POSITION TITLES	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
	OCCUPATIONAL GROUPINGS — FREQUENCY									
Cost Control Coordinator	0	0	1	0	0	0	7	0	1	9
Cost Supervisor	0	0	0	0	0	0	9	0	0	9
Customer Service	0	0	0	0	0	0	0	0	0	0
Customer Service Teller Supervisor	0	0	0	0	0	0	11	0	0	11
Data Processing Manager	0	0	0	1	0	2	9	0	2	14
Department Head	0	0	0	0	1	0	10	0	3	14
District Sales Manager	1	0	0	1	0	0	9	0	0	11
Division Manager	1	0	0	1	0	0	1	1	1	5
Drive-In Manager	1	0	0	0	0	0	2	0	0	3
Field Sales Manager	0	0	0	0	0	0	12	0	0	12
General Manager	0	1	2	0	0	1	4	0	3	11
General Supervisor	0	0	0	0	0	0	4	0	0	4
Group Chief	0	0	0	0	0	0	1	0	0	1
Head Bakery Clerk	0	0	0	0	0	0	0	0	0	0
Head Deli Clerk	0	0	0	0	0	0	0	0	0	0
Head Grocery Clerk	0	0	0	0	0	0	0	0	0	0
Head Meat Cutter	0	0	0	0	0	0	0	0	0	0
Head Nurse	0	0	0	0	1	2	6	0	0	9
Head Produce Clerk	0	0	0	0	0	0	0	0	0	0
Head Rating Clerk	0	0	0	0	0	0	0	0	0	0
Head Reservationist	0	0	0	0	0	0	0	0	0	0
Head Secretary	0	0	0	0	0	0	0	0	0	0
Head Teller	0	0	0	0	0	0	0	0	0	0
Industrial Engineer	0	0	0	0	0	0	12	0	1	13
Inspection Supervisor	0	0	0	0	0	0	4	0	0	4
Inventory Control Supervisor	0	0	0	0	0	0	3	1	0	4

TABLE VI (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Job Foreman	0	0	0	0	0	0	2	0	0	2
Key Entry Lead Operator	0	0	0	0	0	0	0	0	0	0
Lead Billing Clerk	0	0	0	0	0	0	0	0	0	0
Line Foreman	0	0	0	0	0	0	2	0	0	2
Mail Room Manager	0	0	0	0	0	0	0	0	0	0
Maintenance Foreman	0	0	0	0	0	0	1	0	0	1
Manager of Banquet Factory	0	0	0	0	0	0	1	0	0	1
Manager of Commercial Unit	0	0	0	0	0	0	1	0	0	1
Manager of Customer Relations	0	0	0	0	0	0	1	0	0	1
Manager Trainee	2	0	1	3	0	0	5	0	0	11
Note Department Supervisor	0	0	0	0	0	0	10	0	0	10
Office Supervisor Manager	0	1	0	0	0	1	2	0	0	4
Paying & Receiving Teller Supervisor	0	0	0	0	0	0	3	0	0	3
Personnel Manager	2	0	0	1	1	7	0	0	3	14
Plant Engineer	1	0	0	0	0	2	21	0	3	27
Plant Superintendent	0	0	0	0	0	1	21	0	3	25
Processing Foreman	0	0	0	0	0	0	10	0	0	10
Production Control Supervisor	0	0	0	0	0	0	0	0	0	0
Production Foreman	0	0	0	0	0	0	6	0	0	6
Purchasing Agent	0	0	0	0	0	2	2	0	0	4
Regional Sales Manager	0	0	0	0	0	0	10	0	1	11
Sales Coordinator	0	0	0	0	0	0	4	0	0	4
Sales Manager	0	0	0	0	0	0	14	0	1	15
Section Manager	0	0	0	0	2	0	4	0	0	6
Senior Account Manager	0	0	0	0	1	2	5	0	0	8
Service Coordinator	0	0	0	0	0	0	0	0	0	0
Shift Manager	0	0	0	0	0	0	1	0	0	1
Shift Supervisor	0	0	0	0	0	0	0	0	0	0

TABLE VI (cont.)

	OCCUPATIONAL GROUPINGS									
	BANKING AND FINANCE	CONSTRUCTION	DISTRIBUTION WHOLESALE	DISTRIBUTION RETAIL	GOVERNMENTAL	HOSPITAL AND MEDICAL	MANUFACTURING	PUBLISHING	MINING	TOTAL
POSITION TITLES	FREQUENCY									
Shift Supervisor Housekeeping	0	0	0	0	0	0	0	0	0	0
Shop Foreman	0	0	0	0	0	0	0	0	0	0
Store Manager	0	0	0	1	0	0	2	0	0	3
Supervisor of Admissions	0	0	0	0	0	0	3	0	0	3
Team Leader	0	0	0	0	0	2	0	0	0	2
Transport Foreman	0	0	0	0	0	0	0	0	0	0
Underwriting Manager	0	0	0	0	0	0	2	0	0	2
Unit Manager	0	0	0	0	0	0	2	0	0	2
Unit Sales Manager	0	0	0	0	0	0	2	0	0	2
Warehouse Foreman	0	0	0	0	0	0	1	0	0	1
Wholesale Supervisor	0	0	0	0	0	0	0	0	0	0
Other Positions	15	3	1	0	6	5	0	8	0	38
TOTAL	24	5	5	12	12	35	287	10	28	418

TABLE VII

ADDITIONAL POSITIONS COMPANIES WOULD FILL BY INDUSTRY

Position Title	Hiring a two-year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate
	frequency			
BANKING				
Head Bookkeeper		1		
Loan Officers			2	2
Assistant Accounting Officer			1	
Vice President, Manager of Facility			1	
Vice President Manager Electronic Data Processing			1	
Vice President New Business Development			1	
Vice President, Manager Loan Department			1	
Vice President Real Estate Department			1	
Vice President Security and Maintenance			1	
Vice President New Accounts		1		
Auditors	1			
Junior Loan Officer				1
Senior Loan Officer				2
Executive Vice President				1
Vice President				1
Cashier		1		
Proof Operators		1		
Credit Officers			1	
Operation Officer			1	
Senior Installment Loan Officer				1
Commercial Loan Officer				1
Investment Officer			1	
Marketing Director				1
Collector			1	
Management Trainee				1
Personnel Administrator				1
Proof and Transit Supervisor		1		
Advertising Manager	1			
Loan Officer	1			

TABLE VII (cont.)

Position Title	Hiring a two-year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate
	frequency			
CONSTRUCTION				
Sales Engineer				1
Construction Superintendent				1
Iron Worker Superintendent			1	
Chief Estimator	1			
Drafting Supervisor	1			
Engineer - Civil				1
Leadman - Field		1		
DISTRIBUTION - WHOLESALE				
Administrative Assistant	1			
Accounting Manager				1
Display Supervisor	1			
GOVERNMENTAL				
Personnel Technician				1
Personnel Clerk			1	
Accountant				1
Duplicating & Office Services Supervisor			1	
State Geologist				1
Assistant State Geologist				1
Section Cnief (Geologist IV)				1
HOSPITAL				
Clerk IV			1	
Cardiopulminary Lab Director			1	

TABLE VII (cont.)

Position Title	Hiring a two-year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate
	frequency			
Cook III		1		
Assistant Hospital Lab Director				1
X-ray Technician III			1	
Graduate Nurse III			1	
Graduate Nurse IV			1	
Graduate Nurse V			1	
Dining Room Supervisor		1		
Center Supply Supervisor			1	
Medical Social Work Supervisor				2
Chief Accountant				1
Stork Keeper III			1	
Store Keeper II			1	
Fire and Safety Supervisor			1	
Food Service Manager I	1	1	1	
Housekeeper II			1	
Custodian Work Supervisor			2	
Plant Maintenance Engineer I			1	
Maintenance Foreman II			1	
Labor Foreman		1		
Laundry Manager			1	
Chief of Stores		1		
Financial Analyst				1
Payroll Supervisor		1		1
Accountant				2
Business Service Manager				1
Patient Accounts Manager		1		1
Central Service Manager				1
Dietician				1
Food Service Production Supervisor		1		
Housekeeping Manager		1		
Medical Records Administrator				1
Medical Service Manager			1	
Chief Pharmacist				2
Chief Physical Therapist				1
Director of Development			1	
Director of Social Service				1

TABLE VII (cont.)

Position Title	Hiring a two-year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate
	frequency			
Chief Radiology Technician		1		
Assistant Director of Nursing			1	
Social Worker				1
Psychologists				2
Recreational Therapist				1
MANUFACTURING				
Chief Draftsman			2	
Drafts Manager			2	
Estimator			1	
Welding Foreman			1	
Leadman			1	
Production Expeditor			1	
Sales Coordinator	1			
Time Study	1			
Assistant Controller				1
Draftsman and Engineer	1		1	1
Assistant to Marketing Manager			1	
Production Manager			1	
Utility Supervisor			1	
Accounting Supervisor				1
Lab Manager			1	
Credit Manager				1
Assistant Foreman	1		1	
Inside Sales Engineer	1			
Controller				1
PUBLISHING				
City Editor	1			1

TABLE VII (cont.)

Position Title	Hiring a two-year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate
	frequency			
MINING				
Electrical Engineer				2
Mine Engineer				2
Geologist				2
Chemist				1
Mechanical Engineer				1

position titles could be inserted. As can be seen from Table III, 14 additional titles were reported by firms willing to hire two-year mid-management graduates, 16 by firms willing to promote rank and file employees with inservice mid-management training or experience, 49 by firms who would promote rank and file employees with inservice mid-managment training and 56 by firms who would hire the four-year college graduate. Discrepancies between Table VII and Tables III through VI exist due to combining titles in Tables III through VI.

Ranking of Mid-Management Activities for Competency Areas

As previously reported, each activity on the employee copy of the survey was classified in one of six major competency areas. As can be seen by the survey the items were randomly placed throughout the survey in an attempt to avoid the possibility of reporting the degree of importance based upon the order the items appeared on the survey. Once the surveys were returned the items were extracted and placed in the appropriate competency area. Each item within the six competency areas were then ranked according to degree of importance as reported by the respondents. The total number of responses for each activity within each competency area was then totaled and weighted. Weighted values were given in order to assist the investigators to differentiate between the degree of importance per items reported by the respondents. The following weighted values were given: a must 4; important 3; helpful 2; not important 1. The activities were then ranked within each competency area according to highest weighted value. Following is a breakdown of the activities by competency areas as determined by a review of the literature and recommendations of the panel of consultants.

Planning

1. Determine and put in writing practical short-term objectives for the immediate future.

8. Formulate and put into writing detailed plans and time schedules for attaining the objectives.

15. Establish plans and objectives that are compatible with other established policies.

22. Identify and plan for potential problems and/or deviations from plans.

29. Determine types and amounts of resources needed and how they are allocated to activities.

36. Determine priorities for the different company objectives.

43. Inform superiors of plans and objectives for both short- and long-term periods.

50. Keep informed of developments and trends that will affect present or future operations.

57. Utilize the experience and knowledge of others as well as ones' own judgment.

64. Review periodically the policies and plans to insure that they conform to current objectives of the company.

71. Prepare budget and profit forecasts for short and long-term plans.

78. Interpret financial statements concerning department and/or unit activities.

85. Let subordinates take an active role in plans which affect them.

92. Determine from alternatives the most efficient way to accomplish a task.

99. Observe and evaluate the operations of similar businesses in an attempt to increase efficiency of ones' own business.

104. Read company memorandums and reports.

105. Determine expenses for a season.

106. Determine responsibilities of employees.

112. Establish standards for the department and/or unit.

113. Evaluate proposals and suggestions.

114. Decide on action to take based upon data processing information.

115. Follow instructions from superior.

Communicating

5. Prepare reports on department and/or unit activities.

12. Coordinate company effort by inter-departmental communication.

19. Foster unity of aims and freedom of communication with subordinates.

26. Keep informed of new professional information through individual study or professional organizations.

33. Advance the interests of the organization through speeches, consultations, and contacts with individuals or groups outside the organization.

40. Conduct company or departmental meetings to communicate problems or policy changes

47. Prepare written communications.

54. Keep informed of competitors prices, promotional activities, and their major weaknesses.

61. Be clear and concise when communicating instructions to be carried out by subordinates.

68. Set example of optimum performance, attitude and behavior.

75. Read trade publications.

82. Keep informed of public opinion.

89. Exchange information with superiors.

96. Use telephone for business communications.

102. Dictate letters and/or reports.

Staffing

4. Keep informed of local manpower levels.

11. Define duties and responsibilities of each subordinate.

18. Plan work force budgets and determine the number of employees needed for certain task completion.

25. Prepare work schedules for department and/or unit.

32. Keep records of employee performance, attendance, and progress.

39. Keep informed of current labor laws.

46. Utilize different methods of recruitment to find the most efficient method of drawing qualified applicants.

53. Handle dismissals, resignations, and retirements.

60. Interview potential employees.

67. Hire employees.

74. Recommend employees for transfer.

81. Use training aids and equipment.

88. Train new employees and follow up on effectiveness of training.

95. Plan training schedule.

Directing

2. Select the right person to perform a task, giving clear instructions and following up on the instructions to secure that the task is correctly carried out.

9. Recognize subordinate needs, talents, goals, objectives, and aspirations and assist them in meeting them.

16. Foster initiative and individual productivity.

23. Handle disputes between subordinates.

30. Make formal and informal appraisals of performance.

37. Effectively handle the complaints of subordinates.

44. Evaluate the performance of employees in relation to possible advancement.

51. Tactfully identify mistakes employees have made and help them constructfully correct them.

58. Be prompt, decisive and constructive in counseling, rewarding, and disciplining.

65. Counsel ambitious employees on self-improvement and courses for advancement.

72. Find and eliminate causes for morale problems within the department and/or unit.

79. Insure good working conditions for subordinates.

86. Give praise to subordinates for personal achievement and accomplishment.

93. Insure that employees comply with their assignments.

100. Instruct employees on company policies and procedures.

Controlling

3. Clearly define the duties of each individual and the standards of performance against which these are measures.

10. Analyze and control the department's and/or unit's costs.

17. Identify any deviation from plans and take appropriate steps to correct the deviation.

24. Monitor and review expense account reports.

31. Make careful periodic evaluations of the performance of each subordinate.

38. Maintain labor cost control records.

45. Develop and maintain effective control so that an orderly group effort results.

52. Obtain and analyze general economic, technical, and company information that would help form the basis for good planning and control.

59. Establish control measures that will give early warning of approaching difficulties or failures to meet schedules.

66. Utilize the results of work analysis such as time-motion studies.

73. Teach subordinates and assist them in developing their capabilities so they may reach and/or surpass their standards of performance.

80. Approve requests that deviate from normal procedure.

87. Use ratios to determine deviation from standards.

94. Use business mathematical formulas.

101. Analyze a profit and loss statement.

107. Compare operations with past performance or expectations.

Administering

6. Order equipment and supplies for the unit and/or department.

13. Keep informed of equipment maintenance and safety requirements.

20. Prepare operating budget for the department and/or unit.

27. Have an adequate knowledge of risks and insurance needs of the company operations.

34. Keep informed of federal, state, and local laws concerning business.

41. Keep informed of environmental requirements and standards.

48. Coordinate policies of the department and/or unit with company security policies.

55. Set policy and consequences for emplyees dishonesty and thefts.

62. Deal with labor union representatives on labor problems.

69. Keep files of invoices and purchase orders.

76. Use a typewriter.

83. Requisition supplies, equipment, or fixtures.

90. Keep proper payroll control.

97. Schedule inventories.

103. Conduct a physical inventory.

108. Analyze computer print-outs to determine inventory levels.

109. Maintain and use a unit control system.

110. Select buying sources.

111. Deal with vendors' salesman.

Organizing

7. Divide the work of the department and/or unit into manageable groups of activities or tasks.

14. Delegate authority commensurate with the responsibility assigned.

21. Analyze and properly classify all the activities that are performed by the department and/or unit.

28. Observe the present work methods and recommend practical improvements.

35. Determine each subordinate's proper responsibility and authority.

42. Formalize the lines of communication but recognize that informal lines do and should exist.

49. Check frequently the efforts of the department and/or unit for both internal and external coordination.

56. Make daily contact with those subordinates who are assigned special tasks to maintain knowledge of progress.

63. Create an environment in which each member of the organization, unit, or department believes that his contributions or efforts are important and worthwhile.

70. Determine the department's and or unit's relationship to all other units or department with which it comes into contact.

77. Check periodically the effectiveness of the span of control of the department and/or unit.

84. Set up committees when group decisions are better than individual.

91. Follow proper channels of authority in the business organization.

98. Capitalize on the talents and attributes of employees both to their benefit and that of the organization.

Directing Competency

Fifteen activities were included within the directing competency area. Of these, 14 were reported to be part of the responsibility of over 60 per cent of the respondents. As can be seen from Table VIII, those activities that received the highest ranking are related to interpersonal relations. Activity 51 "tactfully identifies mistakes employees have made and helps them constructively correct them," had the highest rank with a weighted value of 1473. Item 2 "Select the right person to perform a task, giving clear instructions and following-up on the instructions to insure that the task is correctly carried out," ranked second with a weighted value of 1452. Item 37,

TABLE VIII

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA DIRECTING

RANK ORDER OF IMPORTANCE BY WEIGHTED VALUE	ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
					DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
1. 1473	51	Tactfully identify mistakes employees have made and help them constructively correct them.	25	15	337	47	14	2	1
2. 1452	2	Select the right person to perform a task, giving clear instructions and following up on the instructions to insure that the task is correctly carried out.	35	36	161	43	14	6	8
3. 1382	37	Effectively handle the complaints of subordinates.	48	38	267	53	21	9	0
4. 1365	86	Give praise to subordinates for personal achievement and accomplishment.	39	17	283	70	15	10	2
5. 1302	58	Be prompt, decisive and constructive in counseling, rewarding, and disciplining.	52	30	286	32	20	9	3

TABLE VIII (cont.)

RANK ORDER OF IMPORTANCE BY WEIGHTED VALUE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
6.	1289	30	Make formal and informal appraisals of performance.	59	21	113	43	47	[illegible]	92
7.	1276	9	Recognize subordinate needs, talents goals, objectives and aspirations, and assist them in meeting them.	64	38	218	27	25	38	26
8.	1269	79	Insure good working conditions for subordinates.	66	35	264	27	22	20	3
9.	1255	93	Insure that employees comply with their assignments.	46	21	315	40	10	3	0
10.	1219	72	Find and eliminate causes for morale problems within the department/unit.	56	41	229	44	40	21	9
11.	1204	16	Foster initiative and individual productivity	47	29	315	19	7	7	4
12.	1201	100	Instruct employees on company policies and procedures.	64	52	83	48	89	26	13
13.	1182	23	Handle disputes between subordinates.	62	59	194	50	40	16	11
14.	1169	44	Evaluate performance of employees in relation to possible advancement	83	45	48	11	41	72	83
15.	951	65	Counsel ambitious employees on self-improvement and courses for advancement.	120	69	50	34	74	52	36

TABLE IX

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA COMMUNICATING

RANK ORDER OF IMPORTANCE BY WEIGHTED VALUE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALL
1.	1536	89	Exchange information with superiors.	11	3	336	61	22	1	2
2.	1516	61	Deal with labor union representatives on labor problems.	25	12	373	22	4	0	0
3.	1487	96	Use telephone for business communications.	33	8	379	14	2	0	0
4.	1451	68	Set example of optimum performance, attitude and behavior.	35	13	364	15	4	6	0
5.	1358	12	Coordinate company effort by interdepartmental communication.	45	29	268	56	25	3	0
6.	1306	19	Foster unity of aims and freedom of communication with subordinates.	54	28	382	23	13	11	1
7.	1299	47	Prepare written communications	60	24	250	73	22	7	0
8.	1242	5	Prepare reports on department and/or unit activities.	64	48	68	85	124	32	15

TABLE IX (cont.)

RANK ORDER OF IMPORTANCE BY WEIGHTED VALUE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
9.	1177	40	Conduct company/departmental meetings to communicate problems or policy changes.	96	64	72	84	121	34	6
10.	1075	26	Keep informed of new professional information through individual study or professional organizations.	89	46	105	66	106	15	9
11.	856	102	Dictate letters and/or reports	173	67	118	53	22	2	0
12.	754	82	Keep informed of public opinion.	181	79	132	20	16	5	4
13.	725	75	Read trade publications	103	30	90	110	97	5	1
14.	651	33	Advance interests in the organization through public relations.	217	74	32	21	49	32	11
15.	550	54	Keep informed of competitors' prices promotional activities and their major weaknesses.	265	55	59	26	24	5	2

"Effectively handle the complaints of subordinates," ranked third with a weighted value of 1382. Item 86, "Give praise to subordinates for personal achievement and accomplishment," ranked fourth with a weighted value of 1365; and item 58 "Be prompt, decisive and constructive in counseling, rewarding, and disciplining," ranked fifth with a weighted value of 1302. Table VIII also shows that the majority of the activities are performed on a daily basis.

Communicating Competency

As can be seen from Table IX, 15 activities were also included within the communicating competency area. Ten of these activities were reported to be performed by over 70 per cent of those who responded. Item 89 "Exchange information with superiors" received the highest rank. Item 61 "Deal with labor union representatives on labor problems" was ranked second. Those activities ranked one through seven were reported to be performed on a daily basis by 85 per cent of those who responded. The reader should note the high ratings were for those activities involving intra-firm communications.

Administering Competency Area

Table X shows that 19 activities were included in the administering competency area. Of these, three were reported to be performed by 50 per cent of those who responded while 16 were reported to be performed by less than 20 per cent of those who responded. Activities relating to ordering, filing, and inventory control were ranked among the top seven activities in this competency area. Activity 6 "Ordering equipment and supplies for the unit and/or department" was ranked first. Activity 13 "Keep informed of equipment maintenance and safety

TABLE X

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA ADMINISTERING

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
1.	1149	6	Order equipment and supplies for the unit and/or department.	81	33	114	75	61	22	5
2.	1048	13	Keep informed of equipment maintenance and safety requirements.	128	53	155	34	52	10	4
3.	1045	83	Requisition supplies, equipment, or fixtures.	104	49	142	85	43	10	3
4.	886	34	Keep informed of federal, state and local laws concerning business.	154	81	96	29	55	16	6
5.	858	48	Coordinate policies of the department and/or unit with company security policies.	164	61	117	26	31	15	21
6.	833	103	Conduct a physical inventory.	190	61	21	17	57	12	79
7.	770	69	Keep files of invoices and purchase orders.	203	82	117	18	13	4	0
8.	700	97	Schedule inventories	219	66	38	23	51	11	28

TABLE X (cont.)

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
9.	684	20	Prepare operating budget for the department and/or unit.	178	93	8	2	15	15	125
10.	650	55	Set policy and consequences for employee dishonesty and thefts.	291	76	30	3	3	6	19
11.	615	90	Keep proper payroll control.	263	61	46	53	10	1	0
12.	612	76	Use a typewriter	232	70	89	29	7	4	2
13.	581	27	Have an adequate knowledge of risks and insurance needs of the company's operations.	240	104	36	6	18	12	19
14.	573	41	Keep informed of environmental requirements and standards.	258	75	36	16	36	14	2
15.	524	108	Analyze computer print-outs to determine inventory levels.	272	64	38	16	35	7	4
16.	470	110	Select buying sources	247	61	65	23	32	6	2
17.	448	111	Deal with vendors' salesmen.	209	42	88	55	35	7	0
18.	442	62	Deal with labor union representatives on labor problems.	315	45	45	13	11	4	3
19.	228	109	Maintain and use a unit control system.	284	61	61	15	9	4	2

requirements" ranked second. Activity 83 "Requisition supplies, equipment, or fixtures" ranked third. Activity 34 "Keep informed of federal, state and local laws concerning business" ranked fourth. Activity 43 "Coordinate policies of the department and/or unit with company security policies ranked fifth and activity 103 "Conduct a physical inventory" ranked sixth.

Staffing Competency Area

Table XI shows that of the 14 activities included in this area. Four are performed by over 50 per cent of the mid-managers who responded. Activity 11 "Define duties and responsibilities to each subordinate" was ranked first. Activity 60 "Interview potential employees" was ranked second. Activity 25 "Prepare work schedules for department and/or unit was ranked third. Activity 18 "Plan work force budgets and determine number of employees needed for certain task completions," was ranked fourth and activity 88 "Train new employees and follow-up on effectiveness of training" was rated fifth.

As can be seen from Table XI, the majority of mid-managers who did indicate they were respondible for staffing activities reported that they were performed on a daily basis.

Controlling Competency Area

As can be seen from Table XII, over 60 per cent of the mid-management personnel who responded indicated they performed the majority of activities within the controlling competency area. Activity 3 "Clearly define duties of each individual and standards of performance against which measured" was ranked number one with

TABLE XI

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA STAFFING

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
1.	1367	11	Define duties and responsibilities of each subordinate.	51	45	118	32	29	51	105
2.	1294	60	Interview potential employees.	136	69	83	23	48	38	39
3.	1218	25	Prepare work schedules for department and/or unit.	87	94	110	74	55	12	4
4.	1177	18	Plan work force budgets and determine number of employees needed for certain task completions.	130	92	36	39	41	7	49
5.	1090	88	Train new employees and follow up on effectiveness of training.	88	78	129	38	46	28	28
6.	1066	32	Keep records of employee performance attendence, and progress.	93	85	116	67	44	18	13
7.	830	53	Handle dismissals, resignations, and retirements.	181	79	80	16	24	24	32
8.	826	67	Hire employees.	194	60	65	14	36	26	32

TABLE XI (cont.)

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALL
9.	793	81	Use training aids and equipment.	164	87	64	24	64	26	7
10.	745	74	Recommend employees for transfer.	178	75	50	8	32	41	50
11.	730	39	Keep informed of current labor laws.	208	111	44	15	29	17	12
12.	724	95	Plan training schedule.	187	75	41	23	56	28	23
13.	623	46	Utilize different methods of recruitment to find the most efficient method of drawing qualified applicants.	246	104	28	5	22	17	13
14.	474	4	Keep informed of local manpower levels.	233	67	46	23	38	10	13

TABLE XII

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA CONTROLLING

RANK ORDER OF IMPORTANCE	ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
					DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALL
1. 1373	3	Clearly define duties of each individual and standards of performance against which measured.	50	43	112	35	31	61	113
2. 1365	17	Identify deviations from plan and take appropriate steps to correct.	38	23	177	62	24	11	1
3. 1351	45	Develop and maintain effective control so that an orderly group effort results.	61	17	283	34	21	6	4
4. 1329	73	Teach and assist subordinates to develop capabilities to reach or surpass standards of performance.	54	30	268	69	33	7	0
5. 1318	59	Establish control measures that will give early warning of approaching difficulties or failures to meet schedules.	83	47	161	81	55	6	9
6. 1283	31	Make careful periodic evaluations of performances of each subordinate.	62	31	32	20	60	94	137

TABLE XII (cont.)

RANK ORDER OF IMPORTANCE	ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
					DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
7. 1207	107	Compare operations with past performance or expectations.	64	33	85	51	139	29	36
8. 1149	10	Analyze and control the departments' and/or units' costs.	105	69	102	34	97	12	17
9. 925	52	Obtain and analyze general economic technical and company information that would help for the basis for good planning and control.	154	80	72	39	61	17	13
10. 920	80	Approve requests that deviate from normal procedure.	102	44	175	69	34	10	2
11. 838	94	Use business mathematical formulas.	172	62	136	31	25	8	2
12. 753	24	Monitor & review expense account reports.	200	69	25	36	91	13	1
13. 724	101	Analyze profit and loss statements.	229	77	17	4	95	13	3
14. 696	66	Utilize results of work analysis such as time-motion studies.	224	92	48	18	32	15	6
15. 635	38	Maintain labor cost control records.	235	101	28	25	37	5	2
16. 548	87	Use ratios to determine deviation from standards.	243	80	48	30	25	7	0

a weighted value of 1373. The reader should note that the respondents indicated that evaluating against pre-described standards is an important function within the controlling area. Also apparent from Table XII is that the controlling functions are usually performed on a daily basis.

Planning Competency

Over 90 per cent of those who responded indicated they were responsible for the majority of activities within the planning competency. Table XIII shows that activity 115 "Follow instructions from superiors" was ranked first within this area. Activity 57 "Utilize experience and knowledge of others as well as own judgment" was ranked second. Activity 92 "Determine most efficient way to accomplish task from alternatives," was ranked third. Activity 104 "Read company memos and reports was ranked fourth and activity 43 "Inform superiors of short- and long-term plans and objectives was ranked fifty, respectively. Those items ranked among the top ten within the planning competency area makes it apparent that in order for the mid-managers to successfully perform his role, he must not only be well-informed but must also keep his superiors and subordinates informed.

Organizing Competency Area

Table XIV shows that over 85 per cent of the employees who responded indicated that they performed the activities ranked one through six in the organizing competency area. They also indicated that they perform these activities on a daily bases. Item 63 "Create an environment in which each member of the organization unit, or department believes that his contributions or efforts are

TABLE XIII

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPETENCY AREA PLANNING

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
1.	1626	115	Follow instructions from superiors.	4	6	368	43	13	0	2
2.	1499	57	Utilize experience and knowledge of others as well as own judgement.	13	15	380	20	7	1	0
3.	1408	92	Determine most efficient way to accomplish task from alternatives.	23	19	337	35	19	2	1
4.	1374	104	Read company memos and reports.	32	13	324	51	15	1	0
5.	1334	43	Inform superiors of short- and long-term plans and objectives.	50	20	130	116	68	30	22
6.	1261	50	Keep informed of trends and developments which affect present or future operations.	54	35	179	[illegible]	78	12	2
7.	1246	22	Identify and plan for potential problems/deviations from plans.	49	26	199	73	53	20	3
8.	1245	106	Determine employee responsibilities.	70	42	178	36	39	83	43
9.	1213	15	Establish plans and objectives that are compatible with other established	69	37	119	82	68	35	36
10.	1166	113	Evaluate proposals & suggestions.	65	33	200	187	39	9	2

TABLE XIII (cont.)

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
11.	1155	85	Let subordinates take an active role in plans which affect them.	70	36	205	70	41	13	1
12.	1137	1	Determine, write and use short- and long term objectives for the future.	76	48	87	81	51	44	38
13.	1114	112	Establish standards for the department and/or unit.	104	56	123	33	45	32	38
14.	1082	8	Formulate and write detailed plans and time schedules for attaining the objectives.	96	94	57	51	70	38	31
15.	1037	64	Review periodically policies & plans to insure that they conform to current objectives of the company.	102	61	43	47	78	66	39
16.	975	36	Determine priorities for the different company objectives.	149	76	103	43	39	19	7
17.	901	78	Interpret financial statements concerning department/unit activities.	163	50	29	27	150	12	5
18.	820	29	Determine types & amounts of resources needed and how they are allocated to activities.	171	60	86	38	35	23	21
19.	800	114	Decide on action to take based upon data processing information.	253	52	99	34	51	7	1

TABLE XIII (cont.)

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
20.	698	105	Determine expenses for a season.	223	67	8	2	35	16	64
21.	697	99	Observe & evaluate operations of a similar business in an attempt to increase efficiency of one's own business.	172	77	41	21	51	49	21
22.	670	71	Prepare budget and profit forecasts for short and long-term plans.	241	59	7	5	27	27	67

TABLE XIV

RANKING OF MID-MANAGEMENT ACTIVITIES FOR COMPENTENCY AREA ORGANIZING

RANK ORDER OF IMPORTANCE	ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
					DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
1. 1417	63	Create an environment in which each member of the organization, unit, or department believes that his contributions or efforts are important and worthwhile.	35	18	335	24	15	2	1
2. 1388	91	Follow proper channels of authority in the business organization.	38	17	352	20	8	1	1
3. 1290	98	Capitalize on talents and attributes of employees both to their benefit and that of the organization.	55	43	276	36	18	4	4
4. 1265	14	Delegate authority commensurate with the responsibility assigned.	68	42	254	35	47	9	9
5. 1236	7	Divide work of the department and/or unit into manageable groups of activities or tasks.	75	62	163	52	33	17	34
6. 1209	28	Observe the present work methods and recommend practical improvements.	35	48	225	59	43	16	12
7. 1192	35	Determine each subordinate's proper responsibility and authority.	63	51	128	20	40	45	83

TABLE XIV (cont.)

RANK ORDER OF IMPORTANCE		ITEM NUMBER	ACTIVITY	DOES NOT PERTAIN TO THIS POSITION	NOT DONE IN THIS POSITION BUT MUST KNOW	FREQUENCY OF PERFORMANCE				
						DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY
8.	1178	56	Make daily contact with those subordinates who are assigned special tasks to maintain knowledge of progress.	79	37	288	30	2	0	0
9.	1102	49	Check frequently the efforts of the department and/or unit for both internal and external coordination.	90	54	149	86	42	14	1
10.	1078	21	Analyze and properly classify all the activities that are performed by the department and/or unit.	101	78	70	27	50	44	42
11.	1007	77	Check periodically the effectiveness of the span of control of the department and/or unit.	149	45	49	43	81	49	14
12.	879	42	Formalize the lines of communication but recognize that informal lines do and should exist.	126	72	146	38	29	19	44
13.	666	84	Set up committees when group decisions are better than individual.	207	77	21	41	69	16	6
14.	657	70	Determine the department's and/or unit's relationship to all other units or departments with which it comes into contact.	104	60	185	33	25	10	21

important and worthwhile was ranked number one. Activity 91 "Follow proper channels of authority in the business organization" was ranked second. Activity 98 "Capitalize on talents and attributes of employees both to their benefit and that of the organization," was ranked third. Activity 14 "Delegate authority commensurate with the responsibility assigned," ranked fourth and activity 7 "Divide work of the department and/or unit into manageable groups of activities or tasks," ranked fifty respectively.

Industry Ranking of Competency Areas

Since many two-year mid-management educational programs usually have an area of specialization (example: retailing mid-management, petroleum mid-management), the project staff felt that in order to achieve objectives two and four, it would be important to compare the ranking of activities within each competency area by industry and by the combined industry rank.

In order to accomplish this, each activity within the six areas was ranked according to per cent of response as reported in the Degree of Importance Section of the employee copy of the survey. The activities with the highest percentages for the response "A must" were ranked first. Activities with lower percentages were ranked second, third, and so on, in descending order of percentages. When a duplication of percentages occurred, the highest percentages for the response "Important" were then used to break any ranking tie. If a ranking tie still existed, no attempt was made to go beyond that point. Therefore, some activities within the six competency areas have the same rank.

Competency Area Directing

As revealed from Table XV activities in the competency area directing that had an overall rank between one and five were fairly consistent in industry rank for the banking and finance, construction, manufacturing, and publishing industires. For the distribution - wholesale, distribution - retail, governmental, hospital and medical and mining industries, two or more activities were ranked below the overall rank of one through five. Activity 86 "Give praise to subordinates for personnel achievement and accomplishment," and activity 58 "Be prompt, decisive and constructive in counseling, rewarding, and disciplining," were ranked above five by four or more industries. Only governmental agencies reported any noticeable differences between overall rank and industry rank.

Even with these differences in ranking, Table XV shows that all but two activities in the directing competency were rated as "A must" or "Important" by 60 per cent or more of the respondents.

Competency Area Communicating

Table XVI reveals that nine of the fifteen activities in the communicating competency area were rated as "A must" or "Important" by 60 per cent or more of the respondents in each of the industries responding. Of those activities that had an overall ranking between one and five, the mining industry ranked item 61 "Be clear and concise when communicating instructions to be carried out by subordinates," as sixth; the distribution - wholesale industry ranked item 96 "Use telephone for business communications," as sixth; and the mining industry ranked item 68 "Set example of optimum performance, attitude, and behavior," as seventh. Item 12 "Coordinate company effort by

TABLE XV

INDUSTRY RANKING OF COMPETENCY AREA DIRECTING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE VIII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	51	1	68	23	2	67	33	9	25	20	1	81	19	3	36	36	6	56	35	3	57	31	4	60	33	5	53	41
2.	2	3	40	39	1	100	0	1	80	20	1	81	19	5	27	55	1	68	29	2	58	33	1	80	13	1	76	12
3.	37	5	35	43	4	33	33	3	50	40	7	63	30	6	27	45	2	68	27	1	60	23	5	60	27	4	59	78
4.	86	3	40	40	3	33	67	6	30	50	5	67	26	14	69	55	11	50	30	7	47	38	2	75	27	6	53	24
5.	58	4	36	40	4	33	33	2	50	50	7	63	30	7	27	36	3	64	27	5	51	26	6	53	40	7	47	18
6.	30	11	31	36	4	33	33	5	30	60	8	52	33	4	36	27	4	64	23	11	38	37	9	47	48	9	35	30
7.	9	9	32	31	4	33	33	7	30	80	5	67	26	12	18	18	8	56	32	6	48	25	10	47	47	2	59	29
8.	79	7	35	32	4	33	33	6	30	50	9	44	41	8	27	27	12	47	41	9	44	36	7	53	33	8	41	36
9.	93	2	44	35	3	33	67	3	50	40	3	74	26	10	18	55	10	55	33	4	52	34	3	67	33	3	59	24
10.	72	10	31	39	5	0	33	4	30	70	6	63	37	13	09	64	9	56	8	10	42	33	7	53	33	10	35	24
11.	16	6	35	40	2	67	33	5	30	60	4	70	19	1	45	36	5	58	36	8	46	32	8	47	53	2	59	29

TABLE XV (cont.)

VERALL ANK OF MPORTANCE ASED ON EIGHTED ALUE ABLE VIII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	100	12	25	49	3	33	67	8	20	60	10	37	44	9	27	19	14	41	42	13	35	34	14	20	60	12	18	59
13.	23	8	33	37	4	33	33	2	50	50	2	75	15	2	36	45	7	56	33	10	42	33	12	27	54	10	35	24
14.	44	13	25	43	4	33	33	5	30	60	11	37	37	15	9	27	13	41	45	12	34	35	11	40	41	11	29	30
15.	65	14	8	36	5	0	33	10	0	80	12	15	41	11	18	36	15	18	41	14	29	33	13	27	47	13	6	35

TABLE XVI

INDUSTRY RANKING OF COMPETENCY AREA COMMUNICATING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE IX	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																									
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	89	2	55	35	1	100	0	6	30	40	3	70	22	1	73	27	4	61	32	1	71	24	2	67	33	3	71	29
2.	61	3	51	37	2	67	33	1	80	20	1	89	11	3	26	55	1	27	20	2	68	23	1	73	27	6	59	29
3.	96	1	79	12	1	100	0	6	30	40	5	44	52	1	73	27	2	77	15	3	64	22	2	67	33	2	76	12
4.	68	4	52	29	4	33	33	4	50	40	2	78	22	3	45	36	3	65	26	3	58	31	2	67	33	7	53	41
5.	12	5	39	31	3	33	67	2	60	20	8	37	33	6	9	55	6	55	38	6	52	35	6	40	60	5	65	24
6.	19	7	33	37	4	33	33	5	40	60	9	30	52	4	36	55	5	58	29	8	41	34	4	47	47	8	35	53
7.	47	9	25	39	6	0	100	3	50	50	11	22	41	5	27	55	7	55	33	5	53	29	3	53	47	1	82	12
8.	5	8	32	33	7	0	67	7	20	60	10	30	30	2	73	18	9	42	27	7	43	32	9	33	60	6	59	29
9.	40	11	23	47	8	0	33	8	20	50	7	44	22	9	9	9	8	53	32	11	24	45	12	27	47	9	29	35
10.	26	13	16	37	6	0	100	9	10	60	12	22	33	10	0	45	10	48	32	10	25	27	10	33	47	4	65	36
11.	102	10	25	28	9	0	0	10	10	50	13	22	15	11	0	9	12	21	47	9	34	17	7	40	13	11	18	24

TABLE XVI (cont.)

RANK ORDER OF IMPORTANCE BY INDUSTRY

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE IX	ITEM NUMBER (ACTIVITY)	BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	82	6	35	37	7	0	67	11	10	30	6	44	26	8	9	11	13	20	11	12	9	21	5	47	27	10	24	18
13.	75	15	13	24	9	0	0	11	10	30	13	19	33	7	9	27	11	27	12	13	7	28	11	22	22	12	0	53
14.	33	14	15	31	8	0	33	12	0	50	15	0	11	9	9	9	15	5	26	15	4	24	13	7	20	14	0	18
15.	54	12	20	29	5	33	0	13	0	10	4	67	19	12	0	27	14	15	14	14	7	18	8	40	1	13	6	24

inter-departmental communication," had a rank of over five by five of the nine industries responding. In general, the individual industry ranks were very close to the overall rank for this competency area.

Administering Competency Area

The differences in overall rank compared to individual industry rank can clearly be seen in the administering competency area on Table XVII. One or more of the activities which had an overall rank of one through five were ranked above five by each of the nine industries. The reader should also note the per cent of response for the Degree of Importance for each of the items. Out of the 19 activities listed in the administering competency area, less than 50 per cent of the mid-managers in each of the industries reported the activities as "A must" or "Important." Activity 6 "Order equipment and supplies for the unit and/or department," was ranked between one and five by all industries except publishing.

Staffing Competency Area

Table XVIII shows that the staffing competency is not normally the responsibility of the majority of mid-managers. Although the industry ranks for each activity in this area were not very different from the overall rank, less than 40 per cent of the mid-managers in each industry reported the activities as "A must" or "Important." Activity 88 "Train new employees and follow up on effectiveness of training," which had an overall rank of five was ranked over five within each industry classification.

TABLE XVII

INDUSTRY RANKING OF COMPETENCY AREA ADMINISTERING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE X	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	6	5	17	32	2	67	0	2	40	40	3	48	30	2	36	27	1	62	27	3	29	39	9	20	53	1	59	29
2.	13	7	12	48	5	0	67	5	30	30	10	22	33	6	18	36	2	53	20	3	29	39	1	53	13	5	35	29
3.	83	4	17	35	3	33	67	5	30	30	8	26	37	8	9	27	4	44	35	2	31	21	6	33	27	2	53	35
4.	34	1	39	36	6	0	33	8	20	40	6	33	19	1	45	18	8	32	20	14	16	33	12	13	33	11	18	41
5.	48	3	28	31	6	0	33	5	30	30	13	15	37	12	0	27	6	33	38	11	20	22	14	7	33	6	35	24
6.	103	11	5	24	1	67	33	1	50	40	1	70	19	3	27	18	9	30	30	5	25	24	7	33	20	9	29	24
7.	69	14	4	21	4	33	33	4	30	40	2	52	22	7	18	27	10	24	35	12	19	27	2	47	20	3	53	18
8.	97	9	7	17	4	33	33	3	30	50	7	30	15	4	27	0	7	32	26	10	20	26	5	40	20	5	35	29
9.	20	8	12	23	6	0	33	4	30	40	4	41	19	5	18	45	3	48	6	8	21	13	3	47	7	4	53	6
10.	55	15	4	17	6	0	33	10	20	10	12	19	22	9	9	18	18	6	24	16	10	26	10	20	20	13	6	18
11.	90	6	13	19	5	0	67	6	30	10	7	30	15	3	27	18	11	24	17	4	28	8	5	40	20	12	18	12

TABLE XVII (cont.)

VERALL ANK OF MPORTANCE ASED ON EIGHTED ALUE ABLE X	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	76	2	29	25	7	0	0	13	0	0	18	0	4	7	18	27	15	18	21	6	22	3	8	33	7	12	18	12
13.	27	10	5	35	6	0	33	11	10	10	17	0	19	15	0	0	16	15	29	18	8	31	13	13	20	14	0	35
14.	41	13	5	8	6	0	33	12	0	50	15	11	22	14	0	9	5	38	14	9	21	6	13	13	20	6	35	24
15.	108	16	04	09	7	0	0	8	20	40	9	26	30	11	9	0	17	9	23	13	17	25	16	1	27	15	0	0
16.	110	12	5	9	5	0	67	4	30	40	14	11	26	10	9	9	12	23	29	17	10	22	4	40	27	8	29	47
17.	111	16	4	9	6	0	33	7	20	50	11	22	22	14	0	9	14	20	20	7	21	21	11	13	40	9	29	24
18.	62	18	1	0	4	33	33	9	20	20	16	7	4	9	9	18	19	0	26	1	32	6	15	7	0	10	24	29
19.	109	17	3	7	5	0	67	7	20	50	5	37	22	13	0	18	13	21	15	15	13	5	14	7	33	7	35	0

TABLE XVIII

INDUSTRY RANKING OF COMPETENCY AREA STAFFING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XI	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	11	1	36	39	4	33	33	2	40	50	2	74	22	4	27	27	3	46	39	2	40	42	2	53	40	1	58	23
2.	60	4	20	28	5	0	100	7	20	40	6	26	19	4	27	27	7	32	53	10	19	26	11	7	60	9	12	41
3.	25	2	26	44	1	67	33	1	50	40	3	59	19	6	9	36	1	71	12	3	38	38	1	60	40	2	53	29
4.	18	8	11	37	3	33	35	1	50	40	1	78	7	3	27	45	8	32	45	1	41	38	4	47	20	3	53	12
5.	88	9	11	6	7	0	33	12	0	10	12	7	7	12	0	0	12	11	6	13	13	6	12	7	13	11	6	6
6.	32	3	23	29	4	33	33	5	30	50	4	41	30	1	55	9	2	59	17	4	31	19	3	53	20	4	35	35
7.	53	11	5	29	4	33	33	4	40	30	7	26	15	5	18	36	4	38	30	9	20	36	6	33	47	13	0	29
8.	67	6	16	24	2	33	67	3	40	40	9	22	11	2	27	55	5	36	32	8	22	33	5	40	27	6	18	12
9.	81	7	13	29	7	0	33	9	0	40	11	15	37	10	0	27	10	20	38	12	14	28	9	13	33	5	18	35
10.	74	13	1	48	5	0	100	11	0	20	8	22	33	11	0	18	14	6	56	14	8	33	7	20	47	10	6	41
11.	39	10	8	23	4	33	33	6	20	50	5	33	11	10	0	27	13	9	42	6	26	21	13	0	33	8	12	35

TABLE XVIII (cont.)

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XI	ITEM NUMBER (ACTIVITY)	BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	95	5	19	15	7	0	33	10	0	30	8	22	33	8	9	18	9	24	21	7	24	21	8	13	47	7	12	36
13.	46	14	1	9	6	0	67	8	10	30	7	26	15	9	0	36	6	33	26	5	28	13	13	0	33	12	5	29
14.	4	12	5	21	4	33	33	7	20	40	10	19	22	7	9	36	11	12	9	11	15	24	10	13	20	13	0	29

Planning Competency Area

Table XIX reveals that the activities which had an overall rank from one through eleven, over 60 per cent of the mid-managers in each industry classification reported the Degree of Importance as "A must" or "Important." Also, although some differences exist, the industry rankings were similar to the overall ranking. Activity 115 which had an overall rank of one was ranked one in seven of the nine industries and two and three in the remaining two industries. Based on the data presented in Table XIX it is apparent that the planning competency is very important for the success of the mid-manager without regard to industry classification.

Organizing Competency Area

Table XX shows that only two activities which had an overall rank of one through five were ranked above five in the industry rankings. Activity 98 "Capitalize on the talents and attributes of employees both to their benefit and that of the organization," which had an overall rank of three was ranked eighth and sixth by the distribution - retail and hospital - medical industries respectively. Item 7 "Divide the work of the department and/or unit into manageable groups of activities or tasks," which had an overall rank of five was ranked sixth, seventh, and eighth by the banking and finance, manufacturing, and mining industries respectively. Table XX also reveals that 50 per cent or more of the mid-managers in each industry reported the Degree of Importance of 90 per cent of the activity to be "A must" or "Important."

TABLE XIX

INDUSTRY RANKING OF COMPETENCY AREA PLANNING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	115	1	85	15	1	100	0	2	60	30	1	78	22	1	81	9	1	83	12	1	75	19	3	60	40	1	100	0
2.	57	2	53	28	6	33	20	1	60	35	4	59	33	4	36	54	2	64	32	2	59	33	1	73	20	2	82	12
3.	92	4	40	43	3	33	67	2	60	30	2	67	33	3	36	55	10	38	52	4	48	38	4	53	40	5	59	24
4.	104	3	41	37	7	0	100	3	50	20	8	48	30	7	27	45	3	28	32	3	52	27	11	33	67	10	47	35
5.	43	5	35	31	5	33	33	4	40	30	5	52	41	6	27	55	4	58	30	5	47	39	2	67	27	6	53	41
6.	50	6	32	41	4	33	36	3	50	0	7	52	30	11	18	45	7	41	45	10	38	33	6	47	40	19	29	41
7.	22	10	23	40	2	67	33	6	30	50	15	26	48	9	18	64	5	47	42	6	42	37	7	47	33	7	53	35
8.	106	7	25	44	9	0	33	8	20	70	3	67	30	2	45	18	6	42	47	7	40	35	4	53	40	8	53	24
9.	15	8	24	45	9	00	33	10	20	50	10	41	33	5	36	36	12	36	42	12	35	43	9	40	53	16	35	41
10.	113	13	17	36	3	33	67	7	30	40	9	44	30	11	18	45	14	29	56	15	28	45	16	20	73	9	47	41
11.	85	14	15	52	3	33	67	6	30	50	16	22	63	15	9	36	6	42	47	16	27	38	12	33	47	17	35	29

TABLE XIX (cont.)

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	1	20	11	24	6	33	20	9	20	60	7	48	33	12	18	36	18	24	48	9	38	42	1	73	20	11	47	29
13.	112	15	15	44	7	0	100	5	30	70	9	44	30	16	9	27	8	39	39	11	38	28	10	40	47	4	59	29
14.	8	17	13	37	5	33	33	12	10	60	6	52	33	10	18	63	15	29	27	13	34	35	5	53	33	3	71	18
15.	64	11	20	31	8	0	67	8	20	70	14	26	56	15	9	36	17	24	52	17	24	33	17	20	53	18	29	47
16.	36	19	11	32	5	33	33	7	30	40	8	48	30	8	27	18	11	38	27	8	40	17	15	27	40	12	47	24
17.	78	9	24	24	9	0	33	9	20	60	11	37	33	11	18	45	19	18	39	17	24	33	8	47	13	13	41	18
18.	29	18	12	26	5	33	33	11	20	30	13	33	22	14	18	18	13	32	29	18	19	19	13	33	33	19	29	41
19.	114	12	19	16	9	0	33	13	10	50	18	19	37	17	0	27	20	18	22	14	31	24	18	20	40	20	29	18
20.	105	21	11	19	9	0	33	14	0	80	19	19	26	16	9	27	16	27	26	19	16	28	13	33	33	14	47	6
21.	99	22	7	17	5	33	33	13	10	50	12	33	48	16	9	27	21	11	12	21	3	33	12	33	47	21	20	53
22.	71	16	15	15	9	0	33	9	20	60	17	22	15	13	18	27	9	39	9	20	16	27	14	33	20	15	41	18

TABLE XX

INDUSTRY RANKING OF COMPETENCY AREA ORGANIZING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XIII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	63	1	49	29	2	33	67	3	50	50	1	78	15	5	18	64	3	56	36	1	57	31	1	73	27	3	59	24
2.	91	2	47	29	1	67	33	1	60	50	3	67	22	1	82	18	5	50	45	2	47	34	5	40	53	1	59	35
3.	98	3	32	36	2	33	67	4	40	40	8	37	52	4	27	36	6	39	41	4	42	41	3	47	47	4	59	18
4.	14	5	25	47	4	0	67	2	60	40	5	52	30	4	27	36	2	59	26	5	52	34	2	67	27	2	59	29
5.	7	6	23	43	2	33	67	3	50	50	2	67	26	2	36	55	1	59	27	7	39	39	4	47	40	8	41	18
6.	28	11	13	21	4	0	67	10	10	80	9	37	37	3	27	45	8	35	52	8	38	41	13	3	3	6	41	41
7.	35	8	19	49	5	0	33	6	30	70	6	48	41	8	18	0	7	38	50	6	40	29	11	20	67	9	35	41
8.	56	4	29	36	1	67	33	7	30	50	4	52	37	7	18	18	10	35	41	3	45	27	8	33	47	7	41	24
9.	49	9	19	39	2	33	67	9	20	70	11	26	48	7	18	18	4	53	30	10	28	32	10	27	33	10	29	35
10.	21	12	11	44	3	33	33	11	10	60	7	48	22	6	18	27	11	29	47	11	25	45	11	20	67	12	24	35
11.	77	13	7	29	4	0	67	11	10	60	13	11	41	11	9	27	13	20	47	13	24	27	12	13	40	14	0	47

TABLE XX

VERALL ANK OF IMPORTANCE ASED ON EIGHTED ALUE ABLE XIII	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	42	10	15	25	5	0	33	8	30	40	12	22	41	6	18	27	12	29	45	9	38	12	7	33	53	11	24	47
13.	84	14	1	36	6	0	0	12	10	40	14	0	11	10	9	55	14	12	27	14	19	24	9	33	33	13	12	29
	70	7	20	35	2	33	67	5	40	50	10	33	33	9	9	64	9	35	50	12	25	42	6	40	27	5	47	29

TABLE XXI

INDUSTRY RANKING OF COMPETENCY AREA CONTROLLING

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XIV	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																									
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
		PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT		
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
1.	3	4	32	41	4	0	100	5	50	40	4	52	48	3	45	27	1	67	29	6	43	39	1	67	27	5	47	29
2.	17	5	31	43	1	67	33	8	30	70	5	48	44	2	45	36	5	52	36	2	52	31	2	60	40	10	17	27
3.	45	2	40	31	5	0	67	2	60	40	3	67	22	5	27	27	3	59	32	1	59	25	3	60	33	4	47	35
4.	73	1	44	33	5	0	67	8	30	70	2	67	26	9	9	45	7	38	55	3	49	33	5	53	40	6	47	24
5.	59	7	27	29	1	67	33	10	30	50	8	37	33	8	18	36	6	42	44	5	45	27	4	60	27	3	47	47
6.	31	3	35	41	2	33	67	4	50	50	7	37	37	1	55	9	4	56	33	8	42	34	7	47	40	1	53	29
7.	107	9	21	40	1	67	33	9	30	60	9	30	44	7	18	45	9	29	47	8	37	40	8	40	53	4	47	35
8.	10	11	17	31	3	33	0	3	60	20	6	48	41	4	36	45	2	66	14	4	46	23	6	53	33	2	53	24
9.	52	12	5	37	4	0	100	11	20	20	10	26	26	10	9	27	11	20	41	9	35	25	10	27	33	4	47	35
10.	80	10	17	45	5	0	67	6	40	30	13	7	48	10	9	27	10	26	0	13	23	40	9	27	53	11	12	35
11.	94	8	24	28	7	0	0	1	67	67	1	80	20	12	7	11	12	14	3	12	31	24	12	20	53	7	35	24

TABLE XXI (cont.)

OVERALL RANK OF IMPORTANCE BASED ON WEIGHTED VALUE TABLE XIV	ITEM NUMBER (ACTIVITY)	RANK ORDER OF IMPORTANCE BY INDUSTRY																										
		BANKING AND FAINANCE			CONSTRUCTION			DISTRIBUTION WHOLESALE			DISTRIBUTION RETAIL			GOVERNMENTAL			HOSPITAL AND MEDICAL			MANUFACTURING			PUBLISHING			MINING		
			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT			PERCENT	
		RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP	RANK	MUST	IMP
12.	24	13	5	15	6	0	33	12	10	40	11	22	33	6	27	36	8	38	17	11	32	15	15	13	27	9	24	12
13.	101	6	29	25	5	0	67	6	40	30	10	26	26	14	0	9	14	9	21	10	33	10	14	20	27	8	29	24
14.	66	15	3	11	6	0	33	7	40	20	14	0	15	13	0	27	13	9	47	7	38	11	13	20	33	13	6	29
15.	87	14	4	21	6	0	33	13	10	20	12	11	26	11	9	18	15	3	35	14	9	15	11	27	27	12	12	29

Controlling Competency Area

Table XXI shows that very few differences exist between the overall ranking of the activities in the controlling competency area and the individual industry ranks. Table XXI also reveals that ten of the first 11 activities, which had an overall rank of one through 11 were reported by over 50 per cent of the mid-managers in each industry to be "A must" or "Important" in terms of Degree of Importance. Based on the data presented in Table XXI it is apparent that the controlling competency is important for the success of the mid-managers mission.

Section Five

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to determine core competencies (knowledges, skills, and attitudes) essential for entry employment and/or advancement for mid-management (supervisory) positions with the public and private sectors of our economy to assist program planners develop (1) Inservice Mid-Management Program; (2) Two-Year Postsecondary Mid-Management Programs and; (3) Individualized Instructional Packages.

Objectives

The specific objectives of this project were to:

1. Identify mid-management job titles within the public and private sectors in our economy whereby occupational entry could be obtained by completing a pre-service or inservice mid-management vocational program.
2. Identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents.
3. Cluster the occupational competencies determined in objective two.
4. Provide vocational education planners with the competencies.

Statement of the Problem

Research substantiated the need for vocational program planners to continually determine manpower needs and occupational performance requirements and to incorporate their findings into their programs.

Research also supports the conviction that students vary in learning skills, and if these differences can be determined, individualized instructional programs can be designed to meet these needs. Finally a review of the literature has also revealed a distinct void in the existing research concerning the core competencies needed by mid-management personnel employed in the public and private sectors of our society. Therefore, this provided the focal point for this study.

Procedures for the Study

Generally, the procedures for the study were as follows:

1. Determine the population and sample
2. Development of research instruments
3. Data collection - first instrument to determine occupational titles
4. Data collection - second instrument to determine core competencies.
5. Analysis of data
6. Report findings

Development of Instruments

Employer Copy. "The Dictionary of Occupational Titles," as well as the panel of consultants were used to develop a list of sample job titles to use in the employer copy of the survey. This survey was then piloted and based upon the pilot study - additions and deletions were made. The purpose for this instrument was to determine whether employers would hire the two-year graduate of a mid-management program and the position titles the graduates would likely secure.

Employee Copy. A taxonomy of 500 mid-management activities was developed based upon a review of literature and the suggestions from the supervisors of mid-management personnel. The panel of consultants reviewed the taxonomy for duplication and for content and context validity. The final list, which consisted of 115 activities was then rewritten to conform to the behavioral method of writing objectives. Representatives of business and industry were then used to assist in clustering the activities into six major competency areas.

Data Collection

The surveys, together with postage paid return envelopes and a letter explaining the project were mailed to 243 firms and one thousand employees from 16 different industries. Forty per cent of the firms and 39 per cent of the employees responded correctly. Only nine of the 16 industries participated in the study.

Analysis of Data

The Surveys. The employer copy of the survey was analyzed by using frequency of responses in four different hiring practice areas. The employee copy of the survey was analyzed by the use of ranking, frequency of responses, and percentages. An overall ranking was determined relative to order of importance for each activity within each of the six competency areas. A ranking was also determined for order of importance of the same activities by each industry.

Findings

Employer Copy. Based upon the responses to the employer copy of the survey, position titles, such as bookkeeper, assistant supervisor of, and management trainee, were positions that could be secured by the two-year mid-management graduate. Although all industries that responded indicated their hiring practices would allow them to employee the two-year graduate, the manufacturing industry reported over 50 different positions titles in which the two-year mid-management graduate could secure employment. Also, only one of the 85 position titles listed on the survey could not be filled by rank and file employees with inservice mid-management training. Firms indicated they were more willing to promote rank and file employees with inservice mid-management training than the four-year college graduate.

Employee Copy. Over 90 per cent of the activities and all six major competency areas included on the survey are important for the success of the mid-managers. Although differences did exist between industry classifications and the way the mid-managers ranked the activities, 80 per cent of the activities in each of the major competency areas were reported to be "A must" or "Important" by over 50 per cent of all respondents. Mid-managers are more responsible for the competencies of planning, communicating, directing, controlling and organizing than they are for staffing and administering.

Conclusions

Based on the findings of the review of literature, the analyses of the survey instruments, and suggestions of representatives from business and industry, the following conclusions are made:

1. More mid-management positions are available for rank and file employees who have had inservice mid-management training than for the two-year mid-management graduate, the four-year college graduate, or the rank and file employee without inservice mid-management training.

2. There are a number of mid-management positions that can be secured by the two-year mid-management graduate, particularly within the manufacturing industry.

3. Opportunities for advancement are greater for rank and file employees with inservice mid-management training than for those who have not obtained such training.

4. There is a definite need for the institutions of higher education to play a more active role in providing inservice mid-management programs.

5. There are a set of core competencies (common) that are needed by mid-management personnel employed in both the private and public sectors of our society.

6. The set of core competencies identified in this project can be used as the basis for developing and/or revising existing 1) inservice mid-management programs; 2) two-year mid-management programs and/or individualized instructional packages.

7. Since a broad range of activities within each core competency area were reported to be "A must" or "Important" by 50 per cent or more of the respondents, it is essential that the inservice and pre-service mid-management offered by the postsecondary institutions incorporate those activities into the mid-management curricula.

8. The staffing and administering competencies are not as vital to the success of the mid-manager's mission as are the planning, controlling, organizing and communicating competencies.

9. There should be a distinct difference between the inservice and two-year pre-service mid-management program. Individuals enrolling in the inservice mid-management programs will be existing mid-managers or rank and file employees. Therefore, they will have a higher level of entry competence in both the core and technical competencies areas than the student enrolled in the two-year program.

10. The planning of core competencies - directing, organizing and controlling, should receive primary instructional emphasis in both the inservice and pre-service mid-management curricula.

Recommendations

In view of the findings and conclusions of this project, the following recommendations appear to be in order:

1. Institutions of higher education should play a larger role in cooperating with business and industry in providing inservice mid-management programs,

2. Prospective two-year mid-management students should be informed of the job titles and types of positions they could secure in the different industrial classifications upon graduation.

3. The core competencies and related activities identified in this project should be used as the basis for developing inservice, pre-service, and individualized instructional mid-management programs and/or appraising existing programs.

4. As can be seen from the employer copy of the survey, the activities in each core competency area ranged from skill-oriented to conceptual. Therefore, it is important for the educational planner to incorporate a variety of instructional techniques into the mid-management curricula to insure the student will achieve the appropriate level of competence to be successful on the job.

5. Existing and/or planned mid-management programs should place a smaller emphasis on activities which relate to the core competencies of staffing and administering.

6. Institutions of higher education should cooperate with business and industry in developing the inservice and pre-service mid-management programs. If enough job openings exist for a particular firm or industry many programs should include an opportunity for the student to also develop the technical competencies within the mid-management curricula.

7. Emphasis in planned and existing programs should be placed on developing interpersonnel skills, communication skills, and supervisory and management skills.

8. Those educational institutions developing mid-management industrial programs should emphasize the activities relating to financing - budgeting, forecasting, estimating, and costing as well as in interpersonal relations and communications.

9. Similar studies should be conducted especially in the industrial classifications that did not participate in this project.

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APPENDIX A

Letter to Professional Associations

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

Dear

The Division of Business and the Office of Career Programs at Northeast Missouri State University has been awarded a grant by the Research Coordinating Unit of the State Department of Education. The grant will be used to conduct a study to determine the core competencies essential for entry-level supervisory employment and/or advancement to mid-management positions in firms within the public and private sectors of Missouri. The results should be valuable in evaluating and planning for existing and future vocational programs in supervision and management by institutions and organizations throughout the State.

In order to obtain a representative cross section of firms in both the public and private sectors of Missouri, it is necessary that a large diversified number of names be obtained. Consequently, your assistance is needed.

We would appreciate receiving a list of the firms and/or organizations that constitute your membership list. We are not interested in individuals. The lists will be kept confidential and destroyed at the termination of the study. A selected number of organizations will then be contacted to determine their willingness to participate in the project before we proceed with the actual survey.

The long-term results of a study of this nature could have a positive effect on the quality of many future employees in the State of Missouri who will be employed in supervisory or management positions. Your organization was selected because we are aware of its concern for the quality of its personnel. Consequently, any assistance you can give us will be greatly appreciated. If for any reason you cannot assist us in this manner, please notify us so that we may contact another organization.

Sincerely,	Sincerely,
Robert A. Dager Project Co-Director	Peter J. Sireno, Director Career Programs

RA:tp

APPENDIX B

List of Professional Associations Contacted

(Note: Not all associations participated in this project. Unless a list of firms for those groupings was secured by other means, the occupational grouping was eliminated from the study.)

AGRICULTURAL - FARMING

Missouri Farm Bureau

MISSOURI FARM BUREAU
C. R. Johnston, President
1616 Missouri BLVD.
P.O. Box 658
Jefferson City 65101

MIDWEST FEED MANUFACTURERS ASSOCIATION
Rex Parsons, Executive Vice President
934 Wyandotte
Kansas City 64105

BANKING AND CREDIT

MISSOURI BANKERS' ASSOCIATION
Felix LeGrand, Executive Manager
Box 596
Jefferson City 65101

MISSOURI SAVINGS AND LOAN LEAGUE
429 Madison St.
Jefferson City 65101

COMMUNICATIONS

MISSOURI PRESS ASSOCIATION, INC.
William A. Bray, Executive Director
Missouri Press Bldg.
8th & Locust
Columbia 65201

AMERICAN ASSOCIATION OF ADVERTISING AGENCIES
Dale Knight
Gardner Advertising Co.
10 Broadway
St. Louis 63102

CONSTRUCTION

MISSOURI ASSOCIATION OF REGISTERED ARCHITECTS
Wendell Locke, Executive Director
P.O. Box 401
Jefferson City 65101

MISSOURI ASSOCIATION OF PLUMBING-HEATING-COOLING CONTRACTORS
Robert B. Bonham, Executive Director
230 South Bemiston, Suite 412
Clayton 63105

MEDICAL

MISSOURI HOSPITAL ASSOCIATION
Ted O. Lloyd, Executive Director
P. O. Box 1044
Jefferson City 65101

MISSOURI OSTEOPATHIC HOSPITAL ASSOCIATION
Miss Lorene Reed, Executive Secretary
319½ West Reed St.
Moberly 65270

RETAIL AND WHOLESALE DISTRIBUTORS

MISSOURI RETAILERS ASSOCIATION
Same Overfelt, Executive Vice President
128 E. Capital Ave.
Jefferson City 65101

AUTOMOTIVE WAREHOUSE DISTRIBUTORS ASSOCIATION
Martin Fromm, Executive Vice President
P. O. Box 7158
Kansas City 64110

SERVICE INDUSTRIES

MISSOURI MOTEL ASSOCIATION
J. George Robinson, Executive Vice President
122½ E. High St.
Jefferson City 65101

MISSOURI RESTAURANT ASSOCIATION
Max Koerner, Executive Vice President
2 W. 40th St.
Kansas City 64111

TRANSPORTATION

MISSOURI BUS AND TRUCK ASSOCIATION
George A. Burruss, Manager
201 E. Capital
Jefferson City 65101

WATER RESOURCES CONGRESS
Anthony L. Kucera, Vice President
225 S. Meramec, Suite 209
St. Louis 63105

EDUCATION, PUBLIC AFFAIRS, AND PUBLIC SERVICES

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION
James D. Rice, President, Kansas City Chapter
City Hall, 24th Floor
Kansas City 64106

MISSOURI ASSOCIATION OF MUNICIPAL UTILITIES
Wendell Locke, Executive Secretary
P.O. Box 401
Jefferson City 65101

ENGINEERING AND SCIENTIFIC

AMERICAN INSTITUTE OF PLANT ENGINEERS
C. E. Abshier, President
Western Electric Corporation
777 North Blue Parkway
Lee's Summit 64063

AMER. SOC. OF HEATING, REFRIGERATING AND AIR CONDITIONING ENGINEERS
Werner K. Bauer, President
Midwest Machinery
413 Hanley Industrial Ct.
St. Louis 63144

INSURANCE AND REAL ESTATE

MISSOURI ASSOCIATION OF INDEPENDENT INSURANCE AGENTS
Richard H. Eggerding, Executive Vice President
302 B East High St.
Jefferson City 65101

MISSOURI REAL ESTATE ASSOCIATION
Chester L. Wolfe, Executive Vice President
Box 1327
201 N 10th
Columbia 65201

MANUFACTURING AND MINING

MISSOURI OIL COUNCIL
John H. Denman, Executive Director
208 Madison
Jefferson City 65101

AMERICAN ASSOCIATION OF INDUSTRIAL MANAGEMENT OF MISSOURI, INC.
Robert F. Lee, Jr., Executive Director
2375 Hampton Avenue
St. Louis 63139

APPENDIX C

Initial Cover Letter and Instrument Sent To Representative Sample of Firms

And

Follow-Up Post Card

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

June 23, 1976

Dear Businessman:

The Division of Business and the Office of Career Programs at Northeast Missouri State University is conducting a study to determine the core competencies needed for entry-level supervisory employment and/or advancement to mid-management positions. The study is being made possible by a grant from the Research Coordinating Unit of the State Department of Education. The competencies which we are attempting to identify are those basic to most supervisory or mid-management positions within a diversification of firms, institutions, and organizations.

The purpose of identifying such sompetencies is to assist vocational educators in evaluating current programs and planning future programs in supervision and mid-management at the post-secondary educational (less than baccalaureate degree) levels in Missouri. The end result, of course, is to produce potential employees with a higher degree of competency in supervisory and managerial skills.

We need your help! Would you please take some time from your busy schedule and assist us by doing the following:

1. Complete and return the enclosed questionnaire.
2. Attach job descriptions you currently use (and are willing to share with us) for any of the positions which you enter on the questionnaire.
3. Attach a list of employees' names and addresses whom we may ask to complete a questionnaire in the second phase of the study. These employees should be representative of the job titles that you list on the attached questionnaire.

Only you can make this research successful. Consequently, we are depending on you to provide us with the necessary information for improving post-secondary supervisory and/or mid-management programs. This study has the support of your professional organization.

Sincerely yours,

Robert A. Dager
Project Co-Director

Sincerely yours,

Peter J. Sireno, Director
Career Programs

P.S. The pen is yours to keep as a token of our appreciation for your help!

MANAGEMENT RESEARCH PROJECT - FORM A

NORTHEAST MISSOURI STATE UNIVERSITY
Kirksville, Missouri

This questionnaire represents the first step in a study of supervisory and middle management competencies. The results of this questionnaire will be used to develop an instrument which will list duties and tasks commonly used in supervisory and/or mid-management positions. That instrument will then be distributed to supervisory and mid-management job incumbents in order to validate the relative importance of each core competency to the job at the various position levels within organizations.

The ultimate purpose of this project is to secure data that will help vocational educators in the State of Missouri in evaluating and planning programs in supervision and mid-management at the post-secondary level (less than baccalaureate degree). We believe, that this study will result in more effective pre- and in-service training; and, therefore, will be of great benefit to you by producing employees better equipped to work for your organization. Your cooperation is greatly appreciated.

- -

Following are ten questions. Your responses are very important in the structuring of the rest of the study. Please briefly review the entire questionnaire before responding.

DEFINITION - Supervisor or Manager: Someone who is responsible for directing the performance of one or more workers so that organizational goals are accomplished.

Because these employees occupy various levels in the organizational structure, we are dividing supervision into two levels and mid-management into three levels for the purpose of this study. The levels are designated in question two under the heading, Position Levels. The first level supervisors would be the lower most supervisors within your organization; the second level supervisors would be next up and so on up the chain of command. It is recognized that the number of levels will vary within organizations; consequently, many organizations will have no need for all the levels indicated on the questionnaire.

1. Check the type of business you are employed in:

- 001 Banking - Finance ☐
- 002 Construction ☐
- 003 Distribution Wholesale - Retail ☐
- 004 Engineering ☐
- 005 Food Services ☐
- 006 Governmental ☐
- 007 Hospital - Medical ☐
- 008 Hotel - Motel ☐
- 009 Insurance ☐
- 010 Manufacturing ☐
- 011 Public Utilities ☐
- 012 Publishing ☐
- 013 Real Estate ☐
- 014 Transportation ☐
- 015 Other ____________ ☐
  (please write in)

2. Please list (see pages 3-7) the job titles for each level of supervision and/or mid-management within your organization for which you would consider employing personnel who are in the process of completing or who have completed a post-secondary (less than baccalaureate degree) program in supervision in mid-management.

EXAMPLES

Position Level	Job Title
1st Level Supervisory	Head Typist Word Processing Supervisor Assistant Cashier Line Foreman Head Nurse Department Head

Position Level	Job Title
2nd Level Supervisory	General Foreman Nursing Supervisor Office Manager Section Chief Cashier Assistant Manager

Position Level	Job Title
1st Level Supervisory	

Position Level	Job Title
2nd Level Supervisory	

Position Level	Job Title
1st Level Mid-management (Lower level middle management)	

Position Level	Job Title
2nd Level Mid-management (Middle level middle management)	

Position Level	Job Title
Above 2nd Level mid-management	

3. Based on the information I have submitted in Question 2, the number of supervisors and/or middle managers in our (entire) organization is as follows:

1st level supervisory	
2nd level supervisory	
1st level mid-management	
2nd level mid-management	
Above 2nd level mid-management	
TOTAL	

4. ☐ Yes ☐ No Our organization does not wish to participate any further in this project.

5. ☐ Yes ☐ No Our organization is willing to participate further in this project.

6. ☐ Yes ☐ No We would be willing to discuss the study in a personal interview with a member of the research team.

7. ☐ Yes ☐ No Attached is a list of employees from which you may select to receive and complete a copy of the final questionnaire.

8. ☐ Yes ☐ No We would be willing to distribute survey questionnaires to members of our supervisory and/or mid-management staff for their completion and participation.

9. ☐ Yes ☐ No We are interested in the results of the study.

10. ☐ Yes ☐ No Our organization is vitally interested in supervisory and/or mid-management training programs at the post-secondary level in Missouri.

- -

Company Name ______________________________

Street Address ______________________________

City, State, Zip ______________________________

Telephone ______________________________

Name of Person Reporting ______________________________

Title of Person Reporting ______________________________

THANK YOU FOR YOUR ASSISTANCE

NORTHEAST MISSOURI STATE UNIVERSITY

July 23, 1976

We have not received the completed questionnaire (Management Research Project - Form A) which was sent to you a few weeks ago. We need your help! Only you can make this research project successful.

Consequently, we are depending on you to provide us with the necessary information. We would appreciate receiving the completed questionnaire within the next couple of weeks if possible. If you have any questions, give us a call; or if you have misplaced the questionniare, let us know and we will immediately send you another one. If you have recently completed and returned the questionnaire, please disregard this reminder. Thank you for your cooperation.

Robert A. Dager
Peter J. Sireno
Project Co-Directors

APPENDIX D

Second Mailing Letter and Post Card Sent to Sample Population

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

November 19, 1976

Dear Businessman:

The Division of Business and the Office of Career Programs at Northeast Missouri State University is conducting a study to determine the core competencies needed for entry-level supervisory employment and/or advancement to mid-management positions. The study is being made possible by a grant from the Research Coordinating Unit of the State Department of Education. The competencies which we are attempting to identify are those basic to most supervisory or mid-management positions within a diversification of firms, institutions, and organizations.

The ultimate purpose of this project is to secure data that will help vocational educators in the State of Missouri in evaluating and planning programs in supervision and mid-management at the post-secondary level (less than baccalaureate degree). We believe that this study will result in more effective pre- and in-service training; and, therefore, will be of great benefit to you by producing employees better equipeed to work for your organization.

A questionnaire is currently being developed which will list duties and tasks commonly used in supervisory and/or mid-management positions. That instrument will then be distributed to supervisory and mid-management job incumbents in order to validate the relative importance of each competency to the job at the various positions levels within the organizations.

It is at this point that we need your help! The questionnaire mentioned above will be ready for distribution shortly after January 1. Consequently, we need to be prepared to administer it. We are planning to take two approaches. One is to mail the questionnaire to those people who are now employeed in supervisory and/or mid-management positions. The other approach is to supply firms with the questionnaire and have them forward the instrument to a number of job incumbents. The questionnaire will take less than an hour of your employee's time and can be returned directly to us.

In order for the results of the study to be as meaningful as possible, it is necessary that a large number of job incumbents complete the task questionnaire. We would appreciate it if you would complete the enclosed card and return it to us.

The Division of Business and the Office of Career Programs at Northeast are vitally interested in working with business and industry in Missouri and other educational agencies to provide potential employees with a higher degree of competency in supervisory and managerial skills. Only you can make this research successful.

Thank you for your cooperation.

Sincerely yours,

Robert A. Dager
Project Co- Director

Sincerely yours,

Peter J. Sireno
Project Director

☐ We would like to discuss the study further with a member of the research team.

☐ We are sending a list of employees in supervisory and/or mid-management positions from which you may select to receive and complete a copy of the questionnaire.

☐ We would be willing to distribute questionnaires to members of our supervisory and/or mid-management staff. We will need ________ questionnaires.

☐ We do not wish to participate in this project.

☐ Please call ______________________ at ____________________ to discuss the project further.

Name of person responding ______________________________

Title of person responding ______________________________

Phone number of person responding ______________________________

FIRST CLASS
PERMIT No. 23
Kirksville, Mo.

BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

POSTAGE WILL BE PAID BY —

Dr. Robert A. Dager
Division of Business
Northeast Missouri State University
Kirksville, Missouri 63501

APPENDIX E

Employer Copy of Survey and Letter of Transmittal

E-1

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

April 13, 1977

Dear Employer - Personnel Manager

Several months ago you agreed to have your company participate in a research project being conducted by Northeast Missouri State University in cooperation with the Research Coordinating Unit of the State Department of Education. As previously discussed with you, the general purpose of the project is to conduct a study of all industries in Missouri to determine the (like) "Common Competencies" (knowledges, attitudes, skills) needed by mid-management personnel employed by these industries.

The specific purpose of the study is to assist the institutions of higher education in Missouri (community colleges, colleges, and universities) plan and develop:

1. INSERVICE MID-MANAGEMENT PROGRAMS: This type of program will be designed to update and/or upgrade: a) those presently employed in a mid-management position; and b) those presently employed in a rank and file position, but who anticipate being promoted into a mid-management position. (These programs would be specifically designed to meet the needs of the firm and/or industry. The content, duration, time and location of the program would be adapted to meet these needs).

2. TWO-YEAR POSTSECONDARY MID-MANAGEMENT PROGRAMS: This type of program will be designed for the adult and/or young adult (recent high school graduate) who desires to pursue his or her studies on a full-time basis. (These programs would be designed to provide the student with a broad comprehensive background in mid-management skills). Although the "Technical Competencies" needed by a specific industry - retailing, manufacturing, printing, etc., would not necessarily be part of this program, cooperative and/or special arrangements could be made to provide such training.

Therefore, we would appreciate it if you would distribute the employee copies of the survey to those employees in your firm designated as mid-management personnel. Also, we would like for you to complete the employer copy of the survey. After each survey has been completed, please collect them and return in the enclosed stamped envelop.

If you have any questions concerning the study or the instruments, you may contact me at (816) 665-5121, extension 7208.

Thank you for your assistance with this study.

Sincerely

Peter J Sireno

Peter J. Sireno, Director
Career Education

PS:tp

Enclosures

Mid-Management Competency Survey

EMPLOYER COPY

Name and address of company ____

____

Name and title of person completing this survey ____________________________

____

____

(Please check ✓)

Company is:
Local ☐
State ☐
National ☐

(Fill in)

Number of Employees employed at above address: ☐

(Please check ✓ one only)

Company falls under which occupational grouping (industry)?

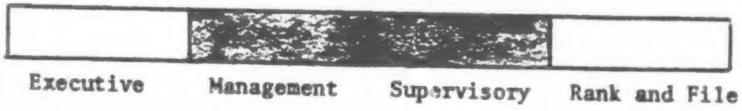
001 ☐ BANKING - FINANCE
002 ☐ CONSTRUCTION
003 ☐ DISTRIBUTION - WHOLESALE
004 ☐ DISTRIBUTION - RETAIL
005 ☐ ENGINEERING
006 ☐ FOOD SERVICES (restaurant, catering, etc.)
007 ☐ GOVERNMENTAL
008 ☐ HOSPITAL - MEDICAL
009 ☐ HOTEL-MOTEL
010 ☐ INSURANCE
011 ☐ MANUFACTURING
012 ☐ PUBLIC UTILITIES
013 ☐ PUBLISHING (news media, printing, etc.)
014 ☐ REAL ESTATE
015 ☐ TRANSPORTATION
016 ☐ SERVICE
017 ☐ OTHER ________________________

E-2

INTRODUCTION

The purpose of this section of the questionnaire is to determine the job titles of mid-management personnel employed by your firm. NOTE: Although we recognize that there are a number of different definitions for mid-management, for the purposes of this study, mid-management would be those positions in your company which fall within the shaded areas of the organizational scale below:

ORGANIZATIONAL SCALE



INSTRUCTIONS

Please check the appropriate boxes to indicate whether your company would consider filling the mid-management positions listed by (a) employing someone who is presently completing or who has completed a two-year mid-management educational program; (b) promoting an existing employee without any previous experience or training in mid-management; (c) promoting an existing employee only if he or she has had previous experience or training in mid-management; (d) only employ an individual who is completing or who has completed a four-year college degree in an area related to your industry.

Please check the appropriate box for each job title on the following pages which should indicate the primary means your company would use to fill those positions.

Position Level	Job Title
2nd Level Mid-management (Middle level middle management)	

Position Level	**Job Title**
Above 2nd Level mid-management	

3. Based on the information I have submitted in Question 2, the number of supervisors and/or middle managers in our (entire) organization is as follows:

1st level supervisory	
2nd level supervisory	
1st level mid-management	
2nd level mid-management	
Above 2nd level mid-management	
TOTAL	

4. ☐ Yes ☐ No Our organization does not wish to participate any further in this project.

5. ☐ Yes ☐ No Our organization is willing to participate further in this project.

6. ☐ Yes ☐ No We would be willing to discuss the study in a personal interview with a member of the research team.

7. ☐ Yes ☐ No Attached is a list of employees from which you may select to receive and complete a copy of the final questionnaire.

8. ☐ Yes ☐ No We would be willing to distribute survey questionnaires to members of our supervisory and/or mid-management staff for their completion and participation.

9. ☐ Yes ☐ No We are interested in the results of the study.

10. ☐ Yes ☐ No Our organization is vitally interested in supervisory and/or mid-management training programs at the post-secondary level in Missouri.

- -

Company Name ______________________________

Street Address ______________________________

City, State, Zip ______________________________

Telephone ______________________________

Name of Person Reporting ______________________________

Title of Person Reporting ______________________________

THANK YOU FOR YOUR ASSISTANCE

NORTHEAST MISSOURI STATE UNIVERSITY

July 23, 1976

We have not received the completed questionnaire (Management Research Project - Form A) which was sent to you a few weeks ago. We need your help! Only you can make this research project successful.

Consequently, we are depending on you to provide us with the necessary information. We would appreciate receiving the completed questionnaire within the next couple of weeks if possible. If you have any questions, give us a call; or if you have misplaced the questionniare, let us know and we will immediately send you another one. If you have recently completed and returned the questionnaire, please disregard this reminder. Thank you for your cooperation.

Robert A. Dager
Peter J. Sireno
Project Co-Directors

APPENDIX D

Second Mailing Letter and Post Card Sent to Sample Population

D-1

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

November 19, 1976

Dear Businessman:

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It is at this point that we need your help! The questionnaire mentioned above will be ready for distribution shortly after January 1. Consequently, we need to be prepared to administer it. We are planning to take two approaches. One is to mail the questionnaire to those people who are now employeed in supervisory and/or mid-management positions. The other approach is to supply firms with the questionnaire and have them forward the instrument to a number of job incumbents. The questionnaire will take less than an hour of your employee's time and can be returned directly to us.

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Thank you for your cooperation.

Sincerely yours,

Robert A. Dager
Project Co- Director

Sincerely yours,

Peter J. Sireno
Project Director

☐ We would like to discuss the study further with a member of the research team.

☐ We are sending a list of employees in supervisory and/or mid-management positions from which you may select to receive and complete a copy of the questionnaire.

☐ We would be willing to distribute questionnaires to members of our supervisory and/or mid-management staff. We will need ________ questionnaires.

☐ We do not wish to participate in this project.

☐ Please call ______________________ at ________________ to discuss the project further.

Name of person responding ______________________________

Title of person responding ______________________________

Phone number of person responding ______________________________

FIRST CLASS
PERMIT No. 23
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BUSINESS REPLY CARD
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Dr. Robert A. Dager
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Kirksville, Missouri 63501

APPENDIX E

Employer Copy of Survey and Letter of Transmittal

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NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

April 13, 1977

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The specific purpose of the study is to assist the institutions of higher education in Missouri (community colleges, colleges, and universities) plan and develop:

1. INSERVICE MID-MANAGEMENT PROGRAMS: This type of program will be designed to update and/or upgrade: a) those presently employed in a mid-management position; and b) those presently employed in a rank and file position, but who anticipate being promoted into a mid-management position. (These programs would be specifically designed to meet the needs of the firm and/or industry. The content, duration, time and location of the program would be adapted to meet these needs).

2. TWO-YEAR POSTSECONDARY MID-MANAGEMENT PROGRAMS: This type of program will be designed for the adult and/or young adult (recent high school graduate) who desires to pursue his or her studies on a full-time basis. (These programs would be designed to provide the student with a broad comprehensive background in mid-management skills). Although the "Technical Competencies" needed by a specific industry - retailing, manufacturing, printing, etc., would not necessarily be part of this program, cooperative and/or special arrangements could be made to provide such training.

Therefore, we would appreciate it if you would distribute the employee copies of the survey to those employees in your firm designated as mid-management personnel. Also, we would like for you to complete the employer copy of the survey. After each survey has been completed, please collect them and return in the enclosed stamped envelop.

If you have any questions concerning the study or the instruments, you may contact me at (816) 665-5121, extension 7208.

Thank you for your assistance with this study.

Sincerely

Peter J Sireno

Peter J. Sireno, Director
Career Education

PS:tp

Enclosures

Mid-Management Competency Survey

EMPLOYER COPY

Name and address of company ______________________________

____

Name and title of person completing this survey ______________________________

____

____

(Please check ✓)

Company is:
- Local ☐
- State ☐
- National ☐

(Fill in)

Number of Employees employed at above address: ☐

(Please check ✓ one only)

Company falls under which occupational grouping (industry)?

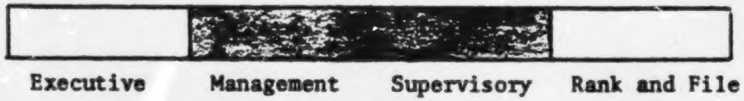
- 001 ☐ BANKING - FINANCE
- 002 ☐ CONSTRUCTION
- 003 ☐ DISTRIBUTION - WHOLESALE
- 004 ☐ DISTRIBUTION - RETAIL
- 005 ☐ ENGINEERING
- 006 ☐ FOOD SERVICES (restaurant, catering, etc.)
- 007 ☐ GOVERNMENTAL
- 008 ☐ HOSPITAL - MEDICAL
- 009 ☐ HOTEL-MOTEL
- 010 ☐ INSURANCE
- 011 ☐ MANUFACTURING
- 012 ☐ PUBLIC UTILITIES
- 013 ☐ PUBLISHING (news media, printing, etc.)
- 014 ☐ REAL ESTATE
- 015 ☐ TRANSPORTATION
- 016 ☐ SERVICE
- 017 ☐ OTHER ______________________________

INTRODUCTION

The purpose of this section of the questionnaire is to determine the job titles of mid-management personnel employed by your firm.

NOTE: Although we recognize that there are a number of different definitions for mid-management, for the purposes of this study, mid-management would be those positions in your company which fall within the shaded areas of the organizational scale below:

ORGANIZATIONAL SCALE



INSTRUCTIONS

Please check the appropriate boxes to indicate whether your company would consider filling the mid-management positions listed by (a) employing someone who is presently completing or who has completed a two-year mid-management educational program; (b) promoting an existing employee without any previous experience or training in mid-management; (c) promoting an existing employee only if he or she has had previous experience or training in mid-management; (d) only employ an individual who is completing or who has completed a four-year college degree in an area related to your industry.

Please check the appropriate box for each job title on the following pages which should indicate the primary means your company would use to fill those positions.

Please check the appropriate box for each job title on the following pages which should indicate the primary means your company would use to fill those positions.

My company would fill the positions below by:

Hiring a two-year mid-management student or graduate A	Promoting rank and file employee without inservice mid-management training or experience B	Promoting rank and file employee only with inservice mid-management training or experience C	Hire only four-year graduate D	NOTE: If the job titles listed below are not appropriate for your firm, please list appropriate titles in the space provided on page 5.
				Assistant Cashier
				Assistant Loan Manager
				Assistant Manager
				Assistant Manager Personnel
				Assistant Personnel Manager
				Assistant Supervisor Accounts Payable
				Assistant Supervisor Accounts Receivable
				Assistant Supervisor Cost Analyst
				Assistant Supervisor Invoicing
				Assistant Supervisor Keypunch
				Assistant Supervisor Order Department
				Assistant Underwriter Manager
				Assistant Underwriter Manager Trainee
				Bookkeeping Supervisor
				Bundling Supervisor
				Buyer
				Chief Clerk
				Clerical Group Leader
				Cost Control Coordinator
				Cost Supervisor
				Customer Service

My company would fill the positions below by:

Hiring a two year mid-management student or graduate	Promoting rank and file employee without inservice mid-management training or experience	Promoting rank and file employee only with inservice mid-management training or experience	Hire only four-year graduate	
A	B	C	D	JOB TITLES
				Customer Service Teller Supervisor
				Data Processing Manager
				Department Head
				District Sales Manager
				Division Manager
				Drive-In Bank Manager
				Field Sales Manager
				General Manager
				General Supervisor
				Group Chief
				Head Bakery Clerk
				Head Deli Clerk
				Head Grocery Clerk
				Head Meat Cutter
				Head Nurse
				Head Produce Clerk
				Head Rating Clerk
				Head Reservationist
				Head Secretary
				Head Teller
				Industrial Engineer
				Inspection Supervisor
				Inventory Control Supervisor

My company would fill the positions below by:

Hiring a two year mid-management student or graduate A	Promoting rank and file employee without inservice mid-management training or experience B	Promoting rank and file employee only with inservice mid-management training or experience C	Hire only four-year graduate D	JOB TITLES
				Job Foreman
				Key Entry Lead Operator
				Lead Billing Clerk
				Lead Clerk
				Line Foreman
				Mail Room Manager
				Maintenance Foreman
				Manager of Banquet Factory
				Manager of Commercial Unit
				Manager of Customer Relations
				Manager Trainee
				Note Department Supervisor
				Office Supervisor Manager
				Paying & Receiving Teller Supervisor
				Personnel Manager
				Plant Engineer
				Plant Superintendent
				Processing Foreman
				Production Control Supervisor
				Production Foreman
				Purchasing Agent
				Regional Sales Manager
				Sales Coordinator
				Sales Manager

My company would fill the positions below by:

Hiring a two year mid-management student or graduate A	Promoting rank and file employee without inservice mid-management training or experience B	Promoting rank and file employee only with inservice mid-management training or experience C	Hire only four-year graduate D	JOB TITLES
				Section Manager
				Senior Account Manager
				Senior Lead Clerk
				Service Coordinator
				Shift Manager
				Shift Supervisor
				Shift Supervisor Housekeeping
				Shop Foreman
				Store Manager
				Supervisor of Admission
				Team Leader
				Transport Foreman
				Underwriting Manager
				Unit Manager
				Unit Sales Manager
				Warehouse Foreman
				Wholesale Supervisor

company would fill the positions below by:

iring a two-year id-management tudent or graduate A	Promoting rank and file employee without inservice mid-management training or experience B	Promoting rank and file employee only with inservice mid-management training or experience C	Hire only four-year graduate D	Please list below and check the appropriate box for any job titles not included which are relative to your organization.

APPENDIX F

Employee Copy of Survey and Letter of Transmittal

F-1

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

Dear Mid-Management Employee

Northeast Missouri State University, in cooperation with the Research Coordinating Unit of the State Department of Education, is conducting a study of all industries in Missouri to determine the (like) "Common Competencies" (knowledges, attitudes, skills) needed by mid-management personnel employed by these industries.

The specific purpose of the study is to assist the institutions of higher education in Missouri (community colleges, colleges, and universities) plan and develop:

1. INSERVICE MID-MANAGEMENT PROGRAMS: This type of program will be designed to update and/or upgrade: a) those presently employed in a mid-management position; and b) those presently employed in a rank and file position, but who anticipate being promoted into a mid-management position. (These programs would be specifically designed to meet the needs of the firm and/or industry. The content, duration, time, and location of the program would be adapted to meet these needs).

2. TWO-YEAR POST-SECONDARY MID-MANAGEMENT PROGRAMS: This type of program will be designed for the adult and/or young adult (recent high school graduate) who desires to pursue his or her studies on a full-time basis. (These programs would be designed to provide the student with a broad comprehensive background in mid-management skills). Although the "Technical Competencies," needed by a specific industry - retailing, manufacturing, printing, etc., would not necessarily be part of this program, cooperative and/or special arrangements could be made to provide such training.

We hope that you will be as excited as we are about the potential benefits this study will have on your firm and the institutions of higher education in Missouri. We would appreciate it if you would complete and return the attached questionnaire as soon as possible.

Sincerely yours

Peter J Sireno

Peter J. Sireno, Director
Career Education

PS/tp

Enclosure

Mid-Management Competency Survey

EMPLOYEE COPY

Name and address of company ____________________

Name and title of person completing this form ____________________

Company falls under which occupational grouping (industry)?

Please check (✓) one only

001 ☐ BANKING - FINANCE
002 ☐ CONSTRUCTION
003 ☐ DISTRIBUTION - WHOLESALE
004 ☐ DISTRIBUTION - RETAIL
005 ☐ ENGINEERING
006 ☐ FOOD SERVICE (restaurant, catering, etc.)
007 ☐ GOVERNMENTAL
008 ☐ HOSPITAL - MEDICAL
009 ☐ HOTEL - MOTEL
010 ☐ INSURANCE
011 ☐ MANUFACTURING
012 ☐ PUBLIC UTILITIES
013 ☐ PUBLISHING (news media, printing, etc.)
014 ☐ REAL ESTATE
015 ☐ TRANSPORTATION
016 ☐ SERVICE
017 ☐ OTHER ____________________

Introduction

The purpose of this section of the questionnaire is to determine the mid-management competencies needed by persons like yourself to perform your job effectively. The findings of the survey will assist institutions of higher education in Missouri develop in-service training programs in mid-management and/or two-year mid-management programs. Please keep in mind that at this time we are only concerned with the "common mid-management competencies" needed by mid-management personnel from all industries. Therefore, the instrument does not include "technical" competencies specific to your firm or industry.

Mid-Management Competency Section

INSTRUCTIONS: Listed below are brief descriptions of activities that may or may not pertain to this position.
Place a check mark in either Column A, B, or C. If you check Column A, go on to the next activity.
If you check Column B or C, place a check mark in Column D.

ACTIVITY Please read each activity carefully.	A Does not pertain to this position	B Not done in this position, but must know how to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
1. Determine and put in writing practical short-term objectives for the immediate future.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Select the right person to perform a task, giving clear instructions and following up on the instructions to insure that the task is correctly carried out.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Clearly define the duties of each individual and the standards of performance against which these are measured.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Keep informed of local manpower levels.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Prepare reports on department and/or unit activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Order equipment and supplies for the unit and/or department.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Divide the work of the department and/or unit into manageable groups of activities or tasks.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Formulate and put into writing detailed plans and time schedules for attaining the objectives.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Recognize subordinate needs, talents, goals, objectives and aspirations, and assist them in meeting them.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must know how to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
10. Analyze and control the departments' and/or units' costs.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Define duties and responsibilities of each subordinate.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Coordinate company effort by inter-departmental communication.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Keep informed of equipment maintenance and safety requirements.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Delegate authority commensurate with the responsibility assigned.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Establish plans and objectives that are compatible with other established policies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Foster initiative and individual productivity.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Identify any deviation from plans and take appropriate steps to correct the deviation.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Plan work force budgets and determine the number of employees needed for certain task completion.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Foster unity of aims and freedom of communication with subordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Prepare operating budget for the department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. Analyze and properly classify all the activities that are performed by the department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. Identify and plan for potential problems and/or deviations from plans.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must know how to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
23. Handle disputes between subordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Monitor and review expense account reports.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Prepare work schedules for department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
26. Keep informed of new professional information through individual study or professional organizations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Have an adequate knowledge of risks and insurance needs of the company operations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Observe the present work methods and recommend practical improvements.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
29. Determine types and amounts of resources needed and how they are allocated to activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Make formal and informal appraisals of performance.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
31. Make careful periodic evaluations of the performance of each subordinate.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Keep records of employee performance, attendance, and progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Advance the interests of the organization through speeches, consultations, and contacts with individuals or groups outside the organization.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Keep informed of federal, state, and local laws concerning business.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
35. Determine each subordinate's proper responsibility and authority.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
36. Determine priorities for the different company objectives.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Effectively handle the complaints of subordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Maintain labor cost control records.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Keep informed of current labor laws.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Conduct company or departmental meetings to communicate problems or policy changes.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
41. Keep informed of environmental requirements and standards.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Formalize the lines of communication but recognize that in informal lines do and should exist.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
43. Inform superiors of plans and objectives for both short and long-term periods.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Evaluate the performance of employees in relation to possible advancement.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Develop and maintain effective control so that an orderly group effort results.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
46. Utilize different methods of recruitment to find the most efficient method of drawing qualified applicants.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
47. Prepare written communications.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
48. Coordinate policies of the department and/or unit with company security policies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
49. Check frequently the efforts of the department and/or unit for both internal and external coordination.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50. Keep informed of developments and trends that will affect present or future operations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
51. Tactfully identify mistakes employees have made and help the them constructively correct them.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
52. Obtain and analyze general economic, technical, and company information that would help form the basis for good planning and control.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
53. Handle dismissals, resignations, and retirements.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
54. Keep informed of competitors' prices, promotional activities, and their major weaknesses.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
55. Set policy and consequences for employee dishonesty and thefts.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
56. Make daily contact with those subordinates who are assigned special tasks to maintain knowledge of progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
57. Utilize the experience and knowledge of others as well as one's own judgment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
58. Be prompt, decisive and constructive in counseling, rewarding, and disciplining.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
59. Establish control measures that will give early warning of approaching difficulties or failures to meet schedules.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60. Interview potential employees.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
61. Be clear and concise when communicating instructions to be carried out by subordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
62. Deal with labor union representatives on labor problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
63. Create an environment in which each member of the organization, unit, or department believes that his contributions or efforts are important and worthwhile.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
64. Review periodically the policies and plans to insure that they conform to current objectives of the company.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
65. Counsel ambitious employees on self-improvement and courses for advancement.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
66. Utilize the results of work analysis such as time-motion studies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
67. Hire employees.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
68. Set example of optimum performance, attitude and behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of Importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
69. Keep files of invoices and purchase orders.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
70. Determine the department's and/or unit's relationship to all other units or departments with which it comes into contact.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
71. Prepare budget and profit forecasts for short and long-term plans.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
72. Find and eliminate causes for morale problems within the department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
73. Teach subordinates and assist them in developing their capabilities so they may reach and/or surpass their standards of performance.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
74. Recommend employees for transfer.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
75. Read trade publications.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
76. Use a typewriter.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
77. Check periodically the effectiveness of the span of control of the department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
78. Interpret financial statements concerning department and/or unit activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
79. Insure good working conditions for subordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
80. Approve requests that deviate from normal procedure	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
81. Use training aids and equipment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
82. Keep informed of public opinion.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
83. Requisition supplies, equipment, or fixtures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
84. Set up committees when group decisions are better than individual.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
85. Let subordinates take an active role in plans which affect them.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
86. Give praise to subordinates for personal achievement and accomplishment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
87. Use ratios to determine deviation from standards.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
88. Train new employees and follow up on effectiveness of training.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
89. Exchange information with superiors.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
90. Keep proper payroll control.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
91. Follow proper channels of authority in the business organization.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
92. Determine from alternatives the most efficient way to accomplish a task.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
93. Insure that employees comply with their assignments.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
94. Use business mathematical formulas.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
95. Plan training schedule.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
96. Use telephone for business communications.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
97. Schedule inventories.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
98. Capitalize on the talents and attributes of employees both to their benefit and that of the organization.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ACTIVITY	A Does not pertain to this position	B Not done in this position but must to do	C Done in this position					D Degree of importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
99. Observe and evaluate the operation of similar business in an attempt to increase efficiency of one's own business.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
100. Instruct employees on company policies and procedures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
101. Analyze a profit and loss statement.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
102. Dictate letters and/or reports.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
103. Conduct a physical inventory.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
104. Read company memorandums and reports.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
105. Determine expenses for a season.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
106. Determine responsibilities of employees.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
107. Compare operations with past performance or expectations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
108. Analyze computer print-outs to determine inventory levels.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
109. Maintain and use a unit control system.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
110. Select buying sources.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
111. Deal with vendors' salesmen.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
112. Establish standards for the department and/or unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
113. Evaluate proposals and suggestions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
114. Decide on action to take based upon data processing information	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
115. Follow instructions from superiors.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Please add any activities not previously included that you feel are essential to this position.

ACTIVITY	A Does not pertain to this position	B Not done in this position, but must to do	C Done in this position					D Degree of importance to success in this position			
			Daily	Weekly	Monthly	Quarterly	Annually	A must	Important	Helpful	Not Important
116.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
117.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
118.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
119.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
120.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
121.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
122.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
123.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
124.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
125.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
126.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
127.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
128.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

APPENDIX G

Follow-Up Post Card

G-1

May 9, 1977

On April 13 you were sent a packet of questionnaires (one employer copy and multiple employee copies) to assist NMSU conduct a research project relative to the core competencies needed of mid-management personnel employed by your firm.

To date, we have not received your questionnaires. Since we have arranged to have extra clerical help to assist us in compiling the results of the questionnaires from May 23 - June 3, we would greatly appreciate it if you would please have the questionnaires completed and returned to us as soon as possible.

Thank you for your assistance.

Peter J. Sireno

Peter J. Sireno, Career Education

APPENDIX H

Job Titles of Respondents

APPENDIX H

List of Job Titles of Employee's Responding

Banking - Finance

Accountant
Administrative Officer
Assistant Accounting Officer
Assistant Administrative Officer
Assistant Cashier
Assistant Cashier of Bookkeeping
Assistant Controller
Assistant Operations
Assistant Operations Officer of Bookkeeping
Assistant Vice President
Assistant Vice President - Customer Service
Assistant Vice President - Money Market Center
Assistant Vice President - Personnel Manager
Auditor
Bookkeeping Supervisor
Branch Manager
Cashier
Commercial Banking Officer
Commercial Loan Officer
Coordinator CIP/Commercial Loans
Credit Analysis
Credit Officer
Data Processing Manager
Department Manager Bookkeeping
EVP/Cashier
Facility Manager
Head Teller
Investment Officer/Loan Operations
Manager/Drive-In Facility
New Account Supervisor
Teller
Teller Supervisor/Paying & Receiving
Vice President
Vice President - Cashier
Vice President/Electronic Data Processing Department
Vice President/New Account Department
Vice President/New Business Department
Vice President/Marketing

APPENDIX H (Continued)

Construction

Supervisor - Construction
Supervisor - Planning
Supervisor - Iron Worker

Distribution Wholesale

Accountant
Assistant Maintenance Superintendent
Assistant Production Superintendent
Customer Service Manager
General Manager
Maintenance Superintendent
Manager
Plant Auditor
Production Supervisor

Distribution Retail

Accountant
Aisleman
Aisleman - Frozen Food Department
Assistant Manager
Assistant Store Manager
Data Processing
Department Manager - Ready to Wear
Department Sales Manager
Dispatcher
District Manager - Field
Frozen Food Manager
General Merchandise Manager
Management Trainee
Merchandise Manager

APPENDIX H (Continued)

Distribution Retail (Continued)

Merchandise Records Supervisor
Personnel Manager
Produce Department
Second Assistant Manager
Senior Merchandise Manager
Store Manager

Governmental

Accountant I
Accountant II
Assistant State Geologist
Auditor II
Clerk IV
Clerk Typist III
District Administrative Assistant
Personnel Clerk
Personnel Technician
Supervisor - Printing & Supply

Hospital - Medical

Accountant I
Acting Personnel Technician
Administrative Assistant to Associate Chief of Staff - Research
Administrative Director of Cardiopulmonary
Administrative Radiology Technologist
Assistant Chief Nursing Service for Education
Assistant Chief Pharmacy Service
Assistant Chief Supply Service
Assistant Director Service
Assistant Fiscal Officer
Business Office Supervisor

APPENDIX H (Continued)

Hospital - Medical (Continued)

Central Supply Supervisor
Chief Accountant
Chief Engineer
Chief Librarian
Chief Medical Technologist
Chief Pharmacist
Chief Technician
Chief Technologist - Radiology
Clerk IV
Clerk Steno III
Credit Manager
Data Entry Supervisor I
Data Processing Coordinator
Day Supervisor/Nursing
Director Cardiopulmonary Labortory
Director - Central Dispatch
Director - Dietary Services
Director - Environmental Services
Director - Food Services
Director - Nursing Service
Director - Patient Account
Director - Personnel
Director - Pharmacy
Director - Purchasing
Director - Respiratory Theraphy/EKG
Director - Social Service Department
Director - Surgery
Fire & Safety Supervisor
Food Service Manager
General Engineer
Head Nurse
Housekeeper II
Labortory Manager
Laundry Manager I
Medical Office Supervisor
Medical Service Manager
Personnel Assistant
Personnel Clerk
Plant Maintenance Engineer
Resource Investigator
Secretary
Supervisor - Hospital Office Services

APPENDIX H (Continued)

Manufacturing

Accountant
Administrative Assistant
Coordinator P.M.O.
Administrator - Labor Relations/Safety & Security
Assistant Controller
Assistant Vice President
Bookkeeper
Chief Accountant
Controller
Coordinator P.M.O
Customer Service Coordinator
Director of Marketing
Engineer
Engineer - Administrator
Engineer - Application Control
Engineer - Industrial
Engineer - Manufacturing
Engineer - Senior Project
Estimator
Financial Analyst
Foreman
Foreman - Binery
Foreman - Cutting Room
Foreman - Maintenance
Foreman - Preparatory Department
Foreman - Quality Control & Service Department
Foreman - Senior Production
Foreman - Web Department
Foreman - Weld Department
Job Estimator
Manager
Manager - Accounting Department
Manager - Accounting & Financial Planning
Manager - Administration Service
Manager - Assistant Office
Manager - Assistant Marketing
Manager - Assistant Personnel
Manager - Buying & Traffic Department

APPENDIX H (Continued)

Manufacturing (Continued)

Manager - Assembly Department
Manager - Credit & Collections
Manager - Customer Service
Manager - Data Processing
Manager - Dealer Financial Services
Manager - Distribution Department
Manager - Facilities
Manager - Field Distribution
Manager - Industrial Relations
Manager - International Sales
Manager - International Contract Administration
Manager - Labor Relations
Manager - Machine Shop
Manager - Manufacturing
Manager - Materials
Manager - Order Control
Manager - Offices
Manager - Operations Response Shop
Manager - Ordinance Department
Manager - Parts Department
Manager - Personnel Services
Manager - Plant
Manager - Production Control
Manager - Project
Manager - Prototype
Manager - Purchasing & Scheduling
Manager - Quality Assurance Department
Manager - Quality Control
Manager - Sales
Manager - Small Order Department
Manager - Systems & Production Procedures
Manager - Tool & Die Department
Personnel
Plant Controller
Purchasing Agent
Saleman
Sales Coordinator
Superintendent

APPENDIX H (Continued)

Manufacturing (Continued)

Superintendent - Plant
Superintendent - Shop
Supervisor
Supervisor - Acting Traffic
Supervisor - Assembly Department & Loading Dock
Supervisor - Brick Production
Supervisor - Coating Department
Supervisor - Control
Supervisor - Data Processing
Supervisor - Department
Supervisor - Engineering
Supervisor - General Accounting
Supervisor - Inventory Control
Supervisor - Machine Department
Supervisor - Maintenance
Supervisor - Manufacturing
Supervisor - Night
Supervisor - Order Entry
Supervisor - Payroll
Supervisor - Plant Office & Traffic
Supervisor - Planning/Scheduling
Supervisor - Production Control
Supervisor - Quality Assurance
Supervisor - Raw Materials
Supervisor - Standards & Methods Engineering
Supervisor - Storeroom
Supervisor - Tooling & Processing
Supervisor - Web Department
Technical Director

Publishing

Children's Product Developer
Editor
Manager

APPENDIX H (Continued)

Publishing (Continued)

Manager - Art Service
Manager - Assembly & Envelope Department
Manager - Binery Department
Manager - Job Shop
Manager - Order Entry & Billing Department
Manager - Production
Plant Engraver
Prep Department Supervisor
Senior Cost Accountant

Mining

Employment Representative
Engineer
Engineer - Mine Planning
Engineer - Plant
Engineer - Staff Industrial
Purchasing Agent
Superintendent
Superintendent - Concentrator
Superintendent - Mill
Superintendent - Mine
Supervisor
Supervisor - Accounting
Supervisor - Maintenance
Manager
Manager - Supply Warehouse